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ABSTRACT

This teacher's and student's guide is part of a series of content-centered packages of supplemental reading, activities, and methods adapted for students who have disabilities. Parallel Alternative Strategies for Students (PASS) materials are designed to help these students succeed in regular education content courses. The content in PASS differs from standard textbooks and workbooks in several ways: simplified text, smaller units of study, reduced vocabulary level, increased frequency of drill and practice, less cluttered format, and presentation of skills in small, sequential steps. The material is designed to supplement state-adapted textbooks and other instructional materials. This guide is intended for teachers and students of American history and covers the time period from 1924 to the present. The content is based on the Florida Curriculum Frameworks and correlates to the Sunshine State Standards. It is divided into 11 units of study that correspond to the social studies strands. Each unit in the teacher's guide contains: a description of the unit focus, suggestions for enrichment, an assessment, and an answer key. The teacher's guide appendices include instructional strategies, teaching suggestions, inclusion suggestions, and a chart that correlates relevant benchmarks from the Sunshine State Standards with the course requirements. The student workbook contains vocabulary, an explanation of the content, and practice exercises designed to evaluate comprehension. (Contains 30 references.) (CR)

American History--Part 2.
Teacher's Guide [and Student Workbook]
Parallel Alternative Strategies for Students (PASS)

Revised

Sue Fresen, Joshua Logan, and Kathleen McCarron

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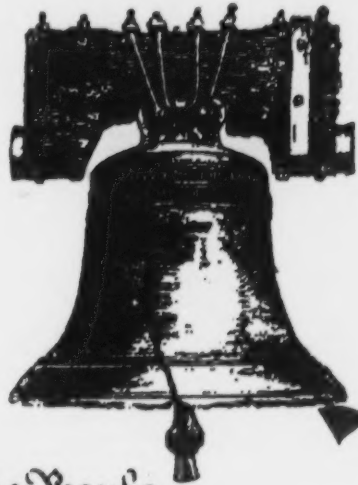
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Teacher's Guide

American History—Part 2

Course No. 2100310



We Be People...

Bureau of Instructional Support and Community Services
Division of Public Schools and Community Education
Florida Department of Education
2000

Parallel
Alternatives
Strategies for
Students

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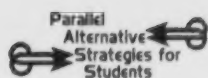
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PASS Book Evaluation Form

PASS Volume Title: _____ Date: _____

Your Name: _____ Your Position: _____

School: _____

School Address: _____

Directions: We are asking for your assistance in clarifying the benefits of using the PASS book as a supplementary text. After using the PASS book with your students, please respond to all the statements in the space provided; use additional sheets if needed. Check the appropriate response using the scale below. Then, remove this page, fold so the address is facing out, attach postage, and mail. Thank you for your assistance in this evaluation.

Content

1. The content provides appropriate modifications, accommodations, and/or alternate learning strategies for students with special needs.
2. The content is at an appropriate readability level.
3. The content is up-to-date.
4. The content is accurate.
5. The content avoids ethnic and gender bias.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

Presentation

6. The writing style enhances learning.
7. The text format and graphic design enhance learning.
8. The practice/application activities are worded to encourage expected response.
9. Key words are defined.
10. Information is clearly displayed on charts/graphs.

☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

Student Benefits

11. The content increases comprehension of course content.
12. The content improves daily grades and/or tests scores.
13. The content increases mastery of the standards in the course.

☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

Usage

The simplified texts of PASS are designed to be used as an additional resource to the state-adopted text(s). Please check the ways you have used the PASS books. Feel free to add to the list:

- ☐ additional resource for the basic text
- ☐ pre-teaching tool (advance organizer)
- ☐ post-teaching tool (review)
- ☐ alternative homework assignment
- ☐ alternative to a book report
- ☐ extra credit
- ☐ make-up work

- ☐ outside assignment
- ☐ individual contract
- ☐ self-help modules
- ☐ independent activity for drill and practice
- ☐ general resource material for small or large groups
- ☐ assessment of student learning
- ☐ other uses: _____

Overall

Strengths:

Limitations:

Other comments:

Directions: Check each box that is applicable.

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All of my students have daily access at school to: ☐ A computer ☐ A printer ☐ The Internet ☐ A CD-ROM drive
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American History–Part 2

Teacher's Guide

Course No. 2100310

**Bureau of Instructional Support and Community Services
Division of Public Schools and Community Education
Florida Department of Education**

2000

This product was developed by Leon County Schools, Exceptional Student Education Department, through the Curriculum Improvement Project, a special project, funded by the State of Florida, Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

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American History–Part 2

Teacher's Guide

Course No. 2100310

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IDEA, Part B, Special Project



Exceptional Student Education

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Acknowledgments

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Foreword

Parallel Alternative Strategies for Students (PASS) books are content-centered packages of supplemental readings, activities, and methods that have been adapted for students who have disabilities and other students with diverse learning needs. *PASS* materials are used by regular education teachers and exceptional education teachers to help these students succeed in regular education content courses. They have also been used effectively in alternative settings such as juvenile justice educational programs and second chance schools, and in dropout prevention and other special programs that include students with diverse learning needs.

The content in *PASS* differs from standard textbooks and workbooks in several ways: simplified text; smaller units of study; reduced vocabulary level; increased frequency of drill and practice; concise directions; less cluttered format; and presentation of skills in small, sequential steps.

PASS materials are not intended to provide a comprehensive presentation of any course. They are designed to *supplement* state-adopted textbooks and other instructional materials. *PASS* may be used in a variety of ways to augment the curriculum for students with disabilities and other students with diverse learning needs who require additional support or accommodations in textbooks and curriculum. Some ways to incorporate this text into the existing program are as

- a resource to supplement the basic text
- a pre-teaching tool (advance organizer)
- a post-teaching tool (review)
- an alternative homework assignment
- an alternative to a book report
- extra credit work
- make-up work
- an outside assignment
- part of an individual contract
- self-help modules
- an independent activity for drill and practice
- general resource material for small or large groups
- an assessment of student learning

The initial work on *PASS* materials was done in Florida through Project IMPRESS, an Education of the Handicapped Act (EHA), Part B, project funded to Leon County Schools from 1981-1984. Four sets of modified

content materials called *Parallel Alternate Curriculum (PAC)* were disseminated as parts two through five of *A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students, Volume V-F: An Interactive Model Program for Exceptional Secondary Students*. Project IMPRESS patterned the PACs after curriculum materials developed at the Child Service Demonstration Center at Arizona State University in cooperation with Mesa, Arizona, Public Schools.

A series of 19 *PASS* volumes was developed by teams of regular and special educators from Florida school districts who volunteered to participate in the EHA, Part B, Special Project, Improvement of Secondary Curriculum for Exceptional Students (later called the Curriculum Improvement Project). This project was funded by the Florida Department of Education, Bureau of Education for Exceptional Students, to Leon County Schools during the 1984 through 1988 school years. Regular education subject area teachers and exceptional education teachers worked cooperatively to write, pilot, review, and validate the curriculum packages developed for the selected courses.

Beginning in 1989 the Curriculum Improvement Project contracted with Evaluation Systems Design, Inc., to design a revision process for the 19 *PASS* volumes. First, a statewide survey was disseminated to teachers and administrators in the 67 school districts to assess the use of and satisfaction with the *PASS* volumes. Teams of experts in instructional design and teachers in the content area and in exceptional education then carefully reviewed and revised each *PASS* volume according to the instructional design principles recommended in the recent research literature. Subsequent revisions have been made to bring the *PASS* materials into alignment with the Sunshine State Standards.

The *PASS* volumes provide some of the text accommodations necessary for students with diverse learning needs to have successful classroom experiences and to achieve mastery of the Sunshine State Standards. To increase student learning, these materials may be used in conjunction with additional resources that offer visual and auditory stimuli, including computer software, videotapes, audiotapes, and laser videodiscs.

User's Guide

The *American History–Part 2 PASS* and accompanying *Teacher's Guide* are supplementary resources for teachers who are teaching social studies to secondary students with disabilities and other students with diverse learning needs. The content of the *American History–Part 2 PASS* book is based on the *Florida Curriculum Frameworks* and correlates to the Sunshine State Standards.

The Sunshine State Standards are made up of *strands*, *standards*, and *benchmarks*. A *strand* is the most general type of information and represents a category of knowledge. A *standard* is a description of general expectations regarding knowledge and skill development. A *benchmark* is the most specific level of information and is a statement of expectations about student knowledge and skills. Sunshine State Standards correlation information for *American History–Part 2*, course number 2100310, is given in a matrix in appendix E.

The *American History–Part 2 PASS* is divided into 11 units of study that correspond to the social studies strands. The student book focuses on readings and activities that help students meet benchmark requirements as identified in the course description. It is suggested that expectations for student performance be shared with the students before instruction begins.

Each unit in the *Teacher's Guide* includes the following components:

- **Unit Focus:** Each unit begins with this general description of the unit's content and describes the unit's focus. This general description also appears in the student book. The Unit Focus may be used with various advance organizers (e.g., surveying routines, previewing routines, paraphrasing objectives, posing questions to answer, developing graphic organizers such as in appendix A, sequencing reviews) to encourage and support learner commitment.
- **Suggestions for Enrichment:** Each unit contains activities that may be used to encourage, to interest, and to motivate students by relating concepts to real-world experiences and prior knowledge.
- **Unit Assessments:** Each unit contains an assessment with which to measure student performance.
- **Keys:** Each unit contains an answer key for each practice in the student book and for the unit assessments in the *Teacher's Guide*.

The appendices contain the following components:

- **Appendix A** describes instructional strategies adapted from the Florida Curriculum Frameworks for meeting the needs of students with disabilities and other students with diverse learning needs.
- **Appendix B** lists teaching suggestions for helping students achieve mastery of the Sunshine State Standards and Benchmarks.
- **Appendix C** contains suggestions for specific strategies to facilitate inclusion of students with disabilities and other students with diverse learning needs. These strategies may be tailored to meet the individual needs of students.
- **Appendix D** contains the Florida public school statute mandating the instruction of the history of the Holocaust (1933-1945) into various existing courses within the school curriculum. The Holocaust is to be taught in a manner that leads to an investigation of human behavior; an understanding of the ramifications of prejudice, racism, and stereotyping; and an examination of what it means to be a responsible and respectful person, for the purpose of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.
- **Appendix E** contains a chart that correlates relevant benchmarks from the Sunshine State Standards with the course requirements for *American History—Part 2*. These course requirements describe the knowledge and skills the students will have once the course has been successfully completed. The chart may be used in a plan book to record dates as the benchmarks are addressed.
- **Appendix F** lists reference materials and software used to produce *American History—Part 2*.

American History—Part 2 is designed to correlate classroom practices with the Florida Curriculum Frameworks. No one text can adequately meet all the needs of all students—this *PASS* is no exception. *PASS* is designed for use with other instructional materials and strategies to aid comprehension, provide reinforcement, and assist students in attaining the subject area benchmarks and standards.

Section 1: War and its Aftermath (1924-1960)

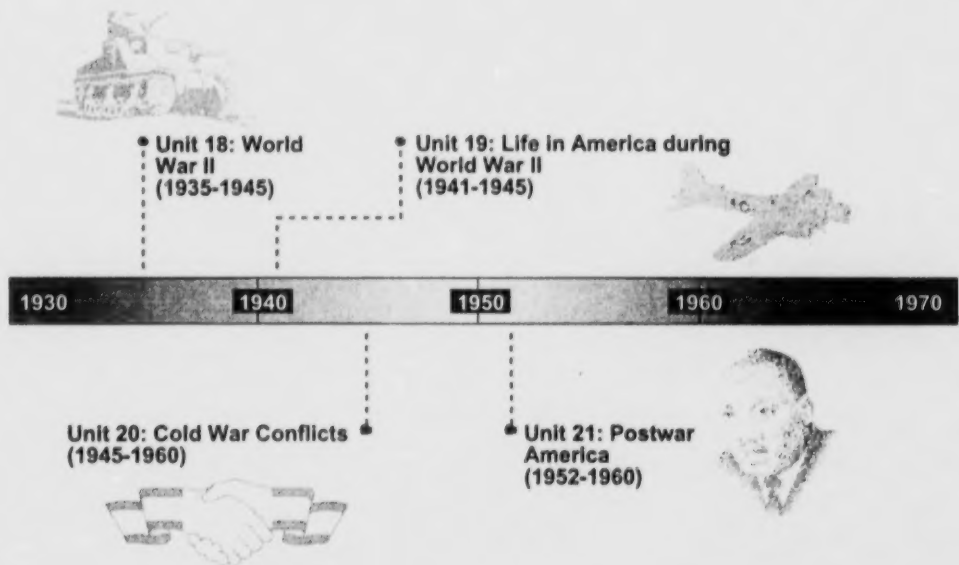
Unit 1: Background Causes of World War II (1924-1941)

Unit 2: World War II (1935-1945)

Unit 3: Life in America during World War II (1941-1945)

Unit 4: Cold War Conflicts (1945-1960)

Unit 5: Postwar America (1952-1960)





Unit 1: Background Causes of World War II (1924-1941)

This unit emphasizes the economic and political conditions in Europe after World War I and the unrest that led to the rise of new and dangerous political ideas and dictators, resulting in World War II.

Unit Focus

- impact of Europe's new political ideas and rise of socialism, communism, and fascism
- effects of rise of Adolf Hitler and Nazi Germany
- ways United States foreign policy contributed to Hitler's success during administration of President Franklin D. Roosevelt
- events in Far East
- description of Allies and Axis Powers
- reasons United States entered World War II with Axis Powers

Suggestions for Enrichment

1. Have students prepare a chart in which they compare and contrast socialism, communism, fascism, and democracy based on four basic questions: Who owns the factories and farms? Who decides what goods will be produced? How are goods distributed? How much freedom of choice is there?
2. Have students make a map of the world color coding the countries to indicate which were the aggressors and which were conquered before and during World War II.
3. Have students find news items about communism or socialism today to determine if these ideas are gaining or losing support in the current industrial world or the underdeveloped world. Repeat with military dictatorships.



4. Assign students one of the following events to create a news item for a television news broadcast covering that event: Mussolini's rise to power in Italy; Hitler's ascent to the position of Chancellor of Germany; Japan's invasion of Manchuria; United States recognition of the Soviet Union.
5. Have students choose one of the following leaders and create a résumé for that leader: Adolf Hitler, Benito Mussolini, Joseph Stalin, Hideki Tojo, Winston Churchill, and Franklin Roosevelt.
6. Have students create posters illustrating the rise of dictatorship in the 1930s. Ask students to include reasons why dictators gained power.
7. Have students create a flow chart of Axis actions and Allied and American responses from 1935 to 1941.
8. Ask students to note the physical sizes of Italy, Germany, and Japan and then list the reasons why those countries were interested in territorial expansion.
9. Ask students to research and discuss how Japan's lack of resources influence its move toward militarism and territorial expansion.
10. Ask students to analyze the events that were going on in the United States prior to its entry to the war and in detail report the major cause of the United States entry into World War II.
11. Discuss with students the following: Are there good reasons to go to war? Ask students to predict what the United States would be like if we had not experienced the Civil War, World War I, and World War II.
12. Ask students to think about their views on World War II and whether they are more likely to be an interventionist (ready for the country to go to war) or an isolationist (against getting involved in war because there are more urgent matters to deal with at home). Ask students to write a persuasive essay on his or her views for or against United States involvement in World War II and list three reasons why.



13. Order the following free materials listed below.

- Introductory Packet of Resources
Teaching about the Holocaust: A Resource Book for Educators containing photographs of six artifacts from the Permanent Exhibition of the United States Holocaust Memorial Museum, an *Oral History Interview Guidelines* order form, and a *Teacher's Catalog* from the museum shop
- *Victims of the Nazi Era, 1933-1945* containing five brochures about non-Jewish victims
- *Resistance during the Holocaust*
- *Identification Cards* containing a set of 37 cards

Order the above materials from the address listed below.

United States Holocaust Memorial Museum
Education Resource Center
Division of Education
101 Raoul Wallenberg Place, SW
Washington, D.C. 20014-2126
Fax: (202) 314-7888
Telephone: (202) 488-0400

14. Obtain the Artifact Poster Set from the United States Holocaust Memorial Museum. Post the Artifact Poster Set throughout the room to allow students to note all the symbols used by the Nazis to identify their victims. Discuss why a government would identify its citizens with such markings and how it was not just the Jews who suffered in the Holocaust. Ask students: What effect do you think these markings had on society and on the individuals who had to wear them? How did these markings help the Nazis achieve their goal? Do we label people in our society? How do the symbols still affect people today?



15. Locate *A Teacher Guide to the Holocaust* on the Internet (<http://fcit.coedu.usf.edu/Holocaust/>). The site contains the headings for timelines, people, the arts, teacher resources, and activities. The guide is also available on CD. The CD and site were produced by the University of South Florida's College of Education and the Florida Center for Instructional Technology, and was funded by the Florida Department of Education.
16. For a free copy of *A Holocaust Mini-Catalog: Children of the Holocaust—Tools for Teachers*, call 800/343-5540 or fax 201/652-1973. The catalog, sponsored by the Anti-Defamation League, has ordering information for publications, books written for and by children, videos, curriculum guides, newspapers, magazines, and CDs containing the stories of children who were hidden during the Holocaust.
17. In a classroom discussion, analyze the motivations for, and implications of, Nazi censorship in the fine and literary arts, theater, and music (e.g., the banning of books and certain styles of painting; the May 1933 book burnings).
18. In a classroom discussion, examine the values and beliefs of the Nazis and how the regime perceived the world as evidenced by Nazi symbols of power, Nazi propaganda posters, and paintings and drawings deemed "acceptable" rather than "degenerate."
19. In a classroom discussion, analyze the corruption of language cultivated by the Nazis, particularly in the case of euphemisms to mask their evil intent (e.g., their use of the terms "emigration" for expulsion, "evacuation" for deportation, "deportation" for transportation to concentration camps and killing centers, "police action" for round-ups that typically led to the mass murders, and "Final Solution" for the planned annihilation of every Jew in Europe).



20. Ask students to evaluate how symbols, flags, slogans, rituals, and music are used by governments to build, protect, and mobilize a society. Then discuss how such elements can be abused and manipulated by governments to implement and legitimize acts of terror and even genocide.
21. Give groups of students a Web address from different national and international organizations with strong views on Nazis and Nazism. Have students explore the site and find its organizational view of Nazism. Discuss the finding with the class. Have students discuss the variety of information sources available and the reliability and the bias of the information found at each site. Types of sources of information may include the following: organizations that describe Nazi atrocities during World War II; organizations that deny Nazi atrocities during World War II; organizations that seek to destroy Nazis for their current actions and beliefs; organizations that seek to destroy Nazis for their past beliefs; and organizations that agree with Nazism's fundamental principals.
22. Discuss the results of the passing of the Enabling Act of March 23, 1937. List anti-Jewish regulations from 1937-1939 and how they impacted day-to-day living. Discuss the motivations behind Kristallnacht.
23. Have students research and describe events in Germany that preceded the Holocaust, including the destruction of synagogues in major German cities.
24. Have students research and discuss the *St. Louis* incident. On May 9, 1939, the ship *St. Louis* left Germany with 937 Jewish refugees seeking asylum in the Americas. They were denied entry, and 907 had to return to Europe where they died at the hands of Nazis in concentration camps.
25. Have students create a newspaper in which significant events of the Holocaust are reported: required wearing of bright yellow Star of David, book burning, concentration camps and death camps, Nuremberg Laws, Olympic Games of 1936, Kristallnacht, forced labor, ghettos, deportations, Wannsee Conference, etc.



26. Have students create a timeline focusing on the 10 events of the Holocaust they believe to be the most important. Ask them to select one event and write a summary that reflects its significance and provide an illustration.
27. Jews had a vibrant culture and long history prior to the Nazi era. Expose students to some of the cultural contributions and achievements of 2,000 years of European Jewish life to help balance their perception of Jews as victims and to better appreciate the traumatic disruption of Jewish history caused by the Holocaust and previous pogroms.
28. Have students research the history of Passover and how it pertains to the Jewish people's experience of the Holocaust. Discuss what a Seder is and how it tells the history of the Jewish people. Ask students: What relationships can be drawn between the parts of the Seder and Jewish history? Who is Elijah and what is the reason for opening the door for him? How could Passover help the Jewish people to survive the Holocaust or cope with its memory?
29. Ask students to list responses to the following: What do you need to live? Then ask students to add to the list: What do you need to live happily? Next list all responses on the board and discuss why each is needed. Build a hierarchy of needs, categorizing the types of needs.
30. Use the list below to encourage students to think of the freedom the following rights allow them and their families. Ask them to think of ways they and their families would be affected if these rights were revoked. Then ask students to rank the list from one to six, one being the most important to them.

own or use a public library
date or marry whomever you choose
own a radio, CD player, or computer
go to a movie or concert
leave your house whenever you choose



31. Help students develop a deeper respect for human decency by asking them to confront the moral depravity and the extent of Nazi evil (e.g., Nazi cruelty to victims even prior to the round-ups and deportations; the events of Kristallnacht; the deportation in boxcars; the mass killings; and the so-called medical experiments of Nazi doctors).
32. Help students visualize the crowded conditions in the ghettos. Identify an area within your community that is about the size of the Warsaw ghetto in Poland, about $1\frac{1}{3}$ square miles in area (e.g., a university campus or residential neighborhood). Estimate the number of people living in this area. Then explain that in this area where [use the statistics for your community] people live, the Nazis put anywhere from 330,000 to 500,000 people.
33. Have students estimate the calorie content they consume in a given day and compare with the intake of 184 calories for the Jews in concentration camps.
34. Have students assess diaries describing historical events (e.g., *Anne Frank: The Diary of a Young Girl*, which recounts how Anne Frank and her family hid from Nazis during World War II; *Zlata's Diary: A Child's Life in Sarajevo*, which is Zlata Filipovic's account of childhood in war-torn Sarajevo).
35. Show the film *The Diary of Anne Frank* or read the book, *Anne Frank: The Diary of a Young Girl*. Discuss Frank's life as a Jewish girl in Amsterdam, Holland during the time of Nazi Germany. Read selected sections of *Anne Frank: The Diary of a Young Girl* to lead discussion on the dangers confronted by the Franks and the people who helped to hide them. Have students visit the Anne Frank Web site. Ask students what is the most important thing Anne Frank has to say to our society at the beginning of the 21st century.
36. Have students write a letter to the editor from the perspective of Anne Frank, Otto Frank (Anne's father), or Edith Frank-Hollander (Anne's mother). Ask the students to discuss issues from the selected person's perspective.



37. Have students choose a specific historical event and make the following lists.

- list important details about this historical event
- list well known people associated with this historical event and their roles
- list others who may have been affected by this historical event (such as a soldier's wife, or a weapon maker) and how they were affected

Now have students select one of these people as the "writer" of a series of journals about this event. Then have students use a thesaurus to create a list of descriptive words they think would be accurate for recounting the historical event and for describing the emotions of that person. Ask students to write two to four diary entries from the point of view of the person they chose, including facts, clear narration, and accurate descriptions of the individual's feelings detailing the event during different moments in time.

38. Ask students to write a journal entry about a major historical event they have experienced.

39. Write for a copy of the videotape and/or publication *South Carolina: Lessons from the Holocaust* with personal testimonies and interviews with Holocaust survivors and liberators (like the ones in the unit). Request copies on letterhead stationery to the following address listed below.

South Carolina Department of Education
South Carolina Council on the Holocaust
1429 Senate Street, Room 801
Columbia, South Carolina 29201

40. For links to Web sites on various topics about the Holocaust, go to the Florida State University Holocaust Institute Web links (<http://www.freenet.tlh.fl.us/~ervin01/>).



41. Discuss the Holocaust and the systematic bureaucratic annihilation of six million Jews (as well as millions of other judged "unworthy of life") by the Nazi regime and its collaborators. Discuss the ramifications of silence and indifference in the face of prejudice and hate then and today. Have students list ways to become more tolerant of others, regardless of any perceived differences.
42. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

aggression	embargo
anti-Communist	moderate
arsenal	neutral
blitzkrieg	revolutionaries
dictator	socialism

- _____ 1. system of government in which the state owns all factories and farms
- _____ 2. a store of arms or other war supplies
- _____ 3. a ruler who takes complete control of a country
- _____ 4. a government order that prevents ships from entering or leaving airport
- _____ 5. not taking sides in a quarrel or war
- _____ 6. being against communism
- _____ 7. lightning warfare
- _____ 8. a person who wants change to take place gradually
- _____ 9. hostile and unprovoked action
- _____ 10. people who want a radical change in their country's government



Circle the letter of the correct answer.

11. Socialists and Communists agree that factories and farms should be owned by _____.
 - a. private individuals
 - b. the government
 - c. big businessmen
12. Communists and Fascists do not believe in _____.
 - a. free elections
 - b. control of the press
 - c. a strong military
13. The first Communist revolution took place in _____.
 - a. Japan
 - b. Germany
 - c. Russia
14. Hitler wanted land in Czechoslovakia because _____.
 - a. Germany needed more farmland
 - b. he wanted to reunite the German people
 - c. Germany wanted the raw materials for its industries
15. In the Munich Pact, 1938, Hitler promised _____.
 - a. not to take any more countries
 - b. he would reduce the size of his military
 - c. not to invade the Soviet Union
16. World War II began in Europe when _____.
 - a. Italy took countries in North Africa
 - b. Germany and Italy declared war on the United States
 - c. Germany and the Soviet Union invaded Poland
17. American reaction to the Japanese invasion of China was to _____.
 - a. send United States Marines to help defend them
 - b. remain neutral
 - c. declare war on Japan



18. The Axis Powers included all of these countries except _____.
- a. Great Britain and France
 - b. Germany and Japan
 - c. Italy and Germany
19. The United States entered World War II as a result of _____.
- a. the Japanese invasion of Manchuria
 - b. reading secret Japanese messages about their war plans
 - c. the Japanese attack on Pearl Harbor
20. The President of the United States who declared war on Japan was _____.
- a. Theodore Roosevelt
 - b. Franklin Roosevelt
 - c. Woodrow Wilson

Classify each statement by writing E for economic and P for political.

- _____ 21. The Great Depression caused high unemployment in Europe.
- _____ 22. Joseph Stalin became the Communist dictator of the Soviet Union.
- _____ 23. Elections in Germany and Italy were controlled by the government.
- _____ 24. Japan wanted raw materials for its industries.
- _____ 25. The United States Congress declared war on Japan.



Keys

Practice (p. 22)

1. Yes
2. No
3. Yes
4. Yes
5. No

Practice (p. 23)

1. E
2. P
3. P
4. E
5. P
6. E

Practice (p. 24)

1. B
2. I
3. F
4. C
5. E
6. G
7. A
8. D
9. H

Practice (p. 25)

1. True
2. False—Government owns farms.
3. True
4. False—Socialists try to make sure no one is poor.
5. False—Socialists believe in gradual change.

Practice (p. 26)

1. True
2. True
3. True
4. False—Communists ended religion; closed churches.
5. False—People in Europe feared a bloody revolution.

Practice (p. 27)

1. Benito Mussolini
2. General Francisco Franco
3. Adolf Hitler
4. Benito Mussolini
5. Adolf Hitler
6. General Francisco Franco
7. Adolf Hitler

Practice (p. 28)

1. b
2. c
3. c
4. a
5. c

Practice (p. 29)

Comparing and Contrasting Political Ideas			
Political Ideas	Political Groups		
	Socialists	Communists	Fascists
government ownership of factories and farms	favor	favor	oppose
gradual change	favor	oppose	oppose
revolutionary change	oppose	favor	favor
individual freedoms	favor	oppose	oppose
harsh methods	oppose	favor	favor

Practice (pp. 30-31)

1. National Socialists (Nazi)
2. Lightning warfare; massed troops invade and overwhelm a country with both speed and force.
3. Three million Germans lived in an area of Czechoslovakia known as Sudetenland and Hitler wanted to reunite them with Germany.
4. Munich Pact
5. Not to take Czechoslovakia or any other country. No, Hitler did not keep his word and took all of Czechoslovakia. Answers will vary.
6. The Soviet Union feared a German invasion.
7. The invasion of Poland
8. The Jews



Keys

Practice (pp. 32-33)

1. There were forced to give up their car, apartment, and most of their belongings to live in buildings with others that had been displaced.
2. Non-Jewish Austrians took over their car, apartment, and belongings.
3. Answers will vary.
4. Answers will vary.
5. Trude's friends and neighbors, if Jewish, were treated the same way. Other Austrians noted that this treatment of Trude and her family was a deliberate attempt by the authorities to isolate and humiliate Trude and other Jews to brand them as outsiders and to encourage non-Jews to think of them as inferior.

Practice (p. 34)

1. a
2. c
3. b
4. a
5. b

Practice (pp. 35-36)

1. c
2. a
3. b
4. c
5. b
6. a
7. b
8. c
9. a
10. b

Practice (p. 37)

1. Japan
2. Manchuria
3. Axis Powers
4. United States
5. China
6. Pearl Harbor

Practice (pp. 38-39)

1. True
2. False
3. True
4. True
5. False
6. False
7. True
8. True
9. True
10. False

Practice (p. 40)

Answers will vary but may include the following: Aggressive acts of countries (in Europe and Asia) threatened the peace and security of democratic nations of the world.

Practice (p. 41)

1. I
2. F
3. B
4. G
5. E
6. A
7. J
8. C
9. H
10. D



Keys

Practice (p. 42)

1. Munich Pact
2. genocide
3. moderates
4. National Socialists (Nazis)
5. arsenal
6. socialism
7. fascism
8. blitzkrieg
9. revolutionaries
10. scapegoat

19. c
20. b
21. E
22. P
23. P
24. E
25. P

Practice (pp. 43-44)

1. Holocaust
2. ghetto
3. death camps
4. concentration camps
5. annihilation
6. apathy
7. persecution
8. bigotry
9. intolerance
10. pogrom
11. anti-Semitism

Unit Assessment (pp. 13-15TG)

1. socialism
2. arsenal
3. dictator
4. embargo
5. neutral
6. anti-Communist
7. blitzkrieg
8. moderate
9. aggression
10. revolutionaries
11. b
12. a
13. c
14. b
15. a
16. c
17. b
18. a



Unit 2: World War II (1935-1945)

This unit emphasizes the events that led to the United States joining the Allies in World War II against the Axis Powers.

Unit Focus

- United States foreign policy toward Soviet Union during administration of President Franklin D. Roosevelt
- reasons World War II began in Europe
- reasons United States declared war against Japan, Germany, and Italy
- events leading to defeat of Germany during administration of President Harry S Truman
- ways horrors and extent of Holocaust were revealed
- reasons United States dropped atomic bomb and Japan surrendered

Suggestions for Enrichment

1. Divide class into two groups, one representing isolationists, the other interventionists. Have students write individual essays and combine them into a single document, distilling the text to essential bullet points. Choose a presenter from each side.
2. Have students interview someone who lived during World War II or served in the military. Have them describe battles, strategies, weapons, or living conditions for soldiers. Have students present their report to the class and provide items from the war to illustrate the report.
3. Show the film *The Longest Day*, about the invasion of Normandy. Discuss the hardships and fears of soldiers on both sides.
4. Have students research the atomic bomb and compare the power of the atomic bomb with a modern nuclear bomb. Have them draw a diagram to demonstrate the two weapons.



5. Have students make maps to show military strategies used on the European Front or the Pacific Front.
6. Have students locate and analyze songs written during and about the events of World War II, describing their themes and messages, and what the music says about the society in which it was created.
7. Have students research other countries' involvement in World War II and create a timeline of events.
8. Give each student a map of pre-World War II Europe. Assign individual students or groups particular European countries. Give students a piece of blank paper and ask them to tear out the shape of their country. Have them consult with groups or individuals creating countries bordering their own so they can gauge proportions (simulating the forming of alliances).

Have students put their desks in a circle. Beginning with Germany, have each student attach a bordering country until the map of Europe is lying on the floor in the middle of the desks. As students fill in the map, discuss such topics as the Maginot Line, the Nazi-Soviet Non-Aggression Pact, isolationism, and the effectiveness of the Blitzkrieg when used against Poland. Have students respond in writing to what and how they learned, what was important to them, and what conclusion they drew from the experience.

9. Have students research how newspapers in the United States and around the world remember the bombing of Pearl Harbor. Using the Internet visit Ecola.com (<http://www.ecola.com>) to link to English-language newspapers and magazines worldwide.
10. Have students use the Internet or history resources to design an accurate, detailed map of the route the Japanese planes used during the attack on Pearl Harbor.
11. Ask students to interview a person who can recount the attack on Pearl Harbor. Have students find out how the person was involved.
12. Have students create a timeline with events in World War II that led to the attack on Pearl Harbor.



13. Have students read and evaluate other accounts of the Pearl Harbor attack on different Internet search engines, using the keywords: Pearl Harbor.
14. If you or your students know a Holocaust survivor who is willing to discuss his or her experiences, invite the individual to class to share his or her perspective on the Holocaust. Students may also locate survivors who have shared their stories on the Internet and request an e-mail interview.
15. Invite a member of the Anti-Defamation League to speak to the class.
16. Have students research and create a timeline of events leading up to the Holocaust or use one already created. Ask students to label each event social, political, or economic. Then write a five-paragraph essay, answering the question: What is the Holocaust? Then discuss why it is important to be involved in the political process.
17. Discuss the size of the railroad cars (31 feet long and 11 feet wide) taking the Jews from the ghettos to the concentration camps and the number of Jews (80 to 100) placed in each railroad car. Tape off an area equaling one-fifth or 20 percent of the railroad car size on the classroom floor. Determine what one-fifth or 20 percent of 80 to 100 people would be in a car. Have students visualize that number of people in the size of the area taped off on the floor.
18. Have students complete the calculations below, so they may begin to comprehend and attempt to gauge the magnitude of the mass murder of six million Jews in the Holocaust.
 - If you decided right now to observe a minute of silence for each of the six million Jews who died in the Holocaust, when would you speak again? (Answer: One minute of silence for each Jewish victim would mean that you would not speak for about 11 years and five months: $60 \text{ victims per hour} = 1,440 \text{ per day} = 4,166 \text{ days.}$)
 - If you typed out a list of the names of all the six million Jews who died in the Holocaust and put 250 names on each page, how many pages long would your list be and how high would a stack of your pages be? (Answer: A list of victims' names would contain 24,000 pages; a pile would be about eight feet tall.)



- There were slightly more than 1,100 names on Oskar Schindler's list. At 250 names per page, how many pages would his list be? Compare Schindler's list to the list of six million Jews who died. If you were Schindler looking at the lists, what would you feel? (Answer: Schindler's list at 250 names per page would have been less than five pages long; answers will vary.)
19. Have students research Gypsy (Roma and Sinti) history and culture to gain an understanding of the diverse ways of life among different Gypsy groups.
 20. Discuss the different roles which were assumed or thrust upon people during the Holocaust, such as victim, oppressor, bystander, and rescuer. Discuss how individuals and groups often behaved differently upon changing events and circumstances.
 21. Examine the moral choices or "choiceless choices" which were confronted by both young and old, victim and perpetrator.
 22. Discuss the deeds of heroism demonstrated by teenagers and adults in ghettos and concentrations camps (e.g., the couriers who smuggled messages, goods, and weapons in and out of the Warsaw ghetto; the partisans who used arms to resist the Nazis; the uprisings and revolts in various ghettos including Warsaw and in killing centers such as Treblinka); also see Stolfus' *Resistance of the Heart*).
 23. Explore with students the dangers of remaining silent, apathetic, and indifferent in the face of others' oppression; also see Stolfus' *Resistance of the Heart*.
 24. Discuss different forms of resistance during the Holocaust (e.g., smuggling messages, food, and weapons to actual military engagement; willful disobedience in continuing to practice religious and cultural traditions in defiance of Nazi rules; creating fine art, music, and poetry inside ghettos and concentration camps; simply maintaining the will to remain alive as an act of spiritual resistance in the face of abject brutality; also see Stolfus' *Resistance of the Heart*).
 25. Explore the spiritual resistance to the Holocaust evidenced in the clandestine writing of diaries, poetry, and plays that portray the irrepressible dignity of people who transcended the evil of the murders.



26. Discuss how people living under Nazi control used art as a form of resistance, examining the extent to which the victims created art; the dangers they faced in doing so; the various forms of art that were created and the setting in which they were created; and the diversity of themes and content in this artistic expression.
27. Examine art created by Holocaust victims and survivors and explore how it documented diverse experiences, including life prior to the Holocaust, life inside the ghettos, the deportations, and the myriad experiences in the concentration camp system.
28. Examine interpretation of the Holocaust as expressed in contemporary art, art exhibitions, and memorials.
29. Discuss the Nuremberg Trials and how the judges rejected the defense used by the majority of Nazis who had carried out extermination orders and claimed that they were just following orders. Then discuss that many people under Nazi rule were apathetic concerning the oppression of the Jews. Are those people as guilty of persecuting the Jews as the soldiers who carried out the extermination orders? Discuss personal responsibility and a person's choice to act or not. Is choosing not to act the same as choosing to act? Ask students: What has the Holocaust taught about human decency and showing indifference in the face of prejudice and hate?
30. Make reference to such movies as *Schindler's List*, explaining that less than one-half percent of the total population under Nazi occupation helped to rescue the Jews. Discuss that the Holocaust was not inevitable, but that it happened because individuals, groups, and nations made decisions to act or not. Refer to the United States not allowing Jews to emigrate. Read the poem by Martin Niemoller on page 582 of the student book.
31. Emphasize that each person killed in the Holocaust was once a living, breathing human being. They were the fathers, mothers, sisters, brothers, sons, and daughters of others. Emphasize that whole families were wiped off the face of Earth and that 1.5 million children were murdered from 1939-1945 because they could carry on their "race." Read poem by Yitak Katzenelson who died in Auschwitz in 1944. Show *Shoah: Survivors of the Holocaust* video.
32. Have students write an essay or poem describing how they think they would have felt had they been a survivor of the Holocaust.



33. Have students make a sketch of what the Holocaust means to them, with a written caption explaining the symbols used in the sketch.
34. Have students visit the United States Holocaust Memorial Museum (USHMM) home page (<http://www.ushmm.org/>) and write an opinion about the importance of the USHMM to the victims of the Holocaust and society as a whole. Discuss why it is important to have witnesses to the Holocaust (<http://www.cicb.be/shoah/> and <http://remember.org/>). Show *One Survivor Remembers* and *For the Living: The Story of the United States Holocaust Memorial Museum* video.
35. Discuss the ramifications of silence and indifference in the face of prejudice and hate. Analyze what is needed from citizens to sustain democratic institutions and values (e.g., the Bill of Rights, the First Amendment, checks and balances). Have students compare their rights today with those of a Jewish person living in Germany in the late 1930s.
36. Describe events similar to the Holocaust that are still taking place in the world today.
37. Brainstorm ways to combat man's inhumanity to man in everyday life.
38. Ask students to interpret what the British statesman Edmund Burke (1729-1797) meant when he said, "The only thing necessary for the triumph of evil is for good men to do nothing." Have students respond to the following questions: What does the quotation mean? What does it have to do with the people of the free world during the Holocaust? What responsibility do we have when it comes to helping someone in trouble? For example, what could we do when we see someone on the side of road whose car has broken down? What should we do in a situation when helping someone else puts us at risk? What might happen to society if people did not help one another? What responsibility do the United States and other countries have to protect groups of people from mass annihilation?
39. Ask students to write a eulogy for the millions of victims of genocide throughout history. Have them read it to the class. Suggest they select a piece of classical music to play softly in the background while they read their eulogies.



40. Discuss why it is important to learn about and remember the Holocaust. Discuss what the lessons of the Holocaust are and how they apply to all people.
41. Have students create essays, poems, or artistic designs in reaction to the following statement concerning guilt and responsibility of the people of Europe during the Holocaust: "Some are guilty, all are responsible."
42. Have students create a "Wall of Remembrance." Give each student a 4" x 4" square of white ceramic tile and paint. (Optional: use 4" x 4" pieces of paper or fabric squares.) First have students create a rough draft on paper of how they will decorate their square to express their thoughts and feelings about what they have learned about the Holocaust and to pay tribute to those who perished. Mount the squares on a wall.
43. Ask students the following: Do you think it was possible for survivors of the Holocaust to forget their past and forgive those who committed acts of atrocity against them? Nazi hunter Simon Wiesenthal wrote a novel called the *Sunflowers* in which such an issue is raised. A 21-year-old soldier lies on his deathbed just after the war. Wiesenthal is called in to hear the soldier's last words in which he confesses his acts during the war and begs Wiesenthal to forgive him so that he can die in peace. What should Wiesenthal have done?
44. As a culminating activity to studying the Holocaust, ask students the following: If you could communicate one thing about the Holocaust to persons living 100 years from now, what would it be and what would be the best way to communicate your message? Have students create a message for future generations. (Optional: gather the messages and place them in a time capsule and bury it in a remembrance ceremony.)
45. Have students do journal writing that they will not have to share with anyone. Some questions for beginning journal writing could include the following: What is your culture or racial or ethnic background? Where are your parents and grandparents from? Have you ever made someone else the victim of prejudice or discrimination? Describe this experience and how it made you feel during and after. What would you like to see happen in the world today so that there would be less hatred, prejudice, and discrimination? What can young people do to make this a reality?



46. Discuss the following with students: What would be different today if the Holocaust had not happened? What would be different today if Germany had won World War II?
47. Have students search newspapers for a week and collect articles about intolerance (e.g., manifestations of racial, ethnic, and religious hatred; discrimination, persecution, oppression; human rights violations). Use these articles to engage students in discussion about "here and now" public attitudes toward intolerance, not just those that were "long ago and far away."
48. Have students share examples of propaganda that they either read, hear, or see in the media. Then have students brainstorm strategies that could be used to separate fact from opinion or fiction.
49. Discuss the following with students: What are some of your prejudices? Where do they come from? Are you comfortable with your prejudices? Has there ever been a time when you were completely wrong about another person because of a prejudice?
50. Ask students to read a newspaper and look at ads, or listen to a popular music recording or watch the video. Have students examine and look or listen for any prejudicial remarks.
51. Discuss what the school is doing to increase understanding of racial and cultural diversity. Then discuss what students could do to help.
52. Ask students to think about what issues they feel strongly about (e.g., racism, sexism, homelessness) and what small steps could they take toward being a positive force for change.
53. Ask students if they have ever seen classmates making fun of a student who was "different" from them in some way. Discuss the following with students: If you ignored the incident, how might the student have felt? How might the student have felt if you had stepped in and taken his or her side? The last time you heard a racist, sexist, or otherwise biased joke, what did you do or say?
54. Have students discuss whether the First Amendment (guaranteeing freedom of speech) gives public figures like David Duke, a former Louisiana legislator, a former national leader of the Knights of the Ku Klux Klan, and the founder of the National Association for the



Advancement of White People the right to tell others his belief that the Holocaust never happened?

55. Ask students to write down as many stereotypes about themselves they can think of and then ask which ones they believe.
56. Have students keep a notebook for two weeks and write down all incidents of hate or prejudice they see or hear firsthand. Then have students discuss their feelings about keeping a notebook and describe their experience in writing.
57. Discuss the reality that racism and intolerance remain major problems in the United States today, despite an abundance of legislation enacted to protect minorities. Have students make a list of five strategies or actions that would build peace in communities.
58. Anti-Semitism in Germany led to terror and mass murders. Have students consider the following question: Do you think that apparently minor forms of racism like slurs and ethnic jokes are therefore dangerous? Explain.
59. The Nazi attempt to annihilate all Jews and their creation of death camps was a unique event in human history. Ask students to consider whether or not they think it could happen again and explain their answers.
60. Give students a copy of Maurice Ogden's poem "The Hangman" to read aloud and/or show the film *The Hangman* available on loan from such places as the South Carolina Department of Education Audiovisual Library. Write on the board the following quotation from the British philosopher Edmund Burke: "All that is necessary for the forces of evil to win is for good men to do nothing." Ask students what they think the quotation means. Have students suggest reasons why otherwise good people might not act when confronted with behavior they know to be wrong.
61. Ask students to imagine that they were friends or acquaintance of the perpetrators of hate crimes or observers or witnesses to such crimes. Explore what they might have done to stop the hate crime or prevent a reoccurrence of such a crime. Discuss punishment they would recommend for juveniles who commit acts of vandalism as hate crimes.



62. In 1992 newspaper and news magazine accounts of events in the former Yugoslavian republic of Serbia suggested parallels between Serbian treatment of Muslim minorities in that country and Germany's treatment of Jews. Have students research and report on the more recent events. Discuss reasons for the comparisons and compare and contrast the response of the international community to these events in Germany during World War II and more recent events in Yugoslavia.
63. Explore with students some of the difficult choices listed below that a democracy faces in determining the limits of dissent.
- Should a civil rights group be allowed to hold a protest march or rally?
 - Should the same rights be given to the Ku Klux Klan, the Aryan Nation, skinheads, and other neo-Nazi groups?
 - What are the free speech rights of a former Nazi party member like David Duke, who ran for governor of Louisiana and sought the Republican nomination for President?
64. Encourage students to think of periods in American history when government legislation treated citizens unfairly because of prejudice and discrimination. Compare and contrast the Nuremberg Laws with such laws as the Indian Removal Act during the presidency of Andrew Jackson, the black codes and Jim Crow laws during the period following Reconstruction, and the policy of internment camps for Japanese-Americans during World War II. Focus on the purpose or aims of such laws, the groups affected by the laws, responses of citizens to such laws, legal repercussions at the time the laws were passed or at a later period, and differences in ways citizens in a democracy and authoritarian society can respond to such laws.
65. Examine with students ways people with strong prejudices attempt to make the victims of their bigotry seem less than human (e.g., ethnic and racial jokes and cartoons, segregation, denial of access to economic and educational opportunities). Parallels may be drawn with attitudes and beliefs about African Americans during slavery and depictions of Chinese Americans in cartoons published by California newspapers in the late 1800s.



66. Have students research and report on why such countries as Denmark and Italy were able to save so many of their Jewish citizens.
67. Encourage students to discuss or write about experiences which have made them question stereotypes or misconceptions that they had about groups of people. Ask students to discuss how their attitudes have changed after meeting or getting to know people from other parts of the state or country, people from a different neighborhood, people who dress differently from the way they do, or people from a social group in school different from their own.
68. Have students compare and contrast the rescuers of slaves during the pre-Civil War period in American history and the rescuers of Holocaust victims. Discuss the following: What risks did those Southerners and Northerners take who provided way stations on the Underground Railroad? How might they have been treated by neighbors if discovered? What motivated participants in the Underground Railroad to help slaves escape to freedom?
69. Have students research and report on Holocaust rescuers such as Raoul Wallenberg, a Swedish diplomat who helped save thousands of Hungarian Jews.
70. Have students interview family members, friends, or neighbors who participated in World War II or if no one is available, review letters, diaries, or firsthand documents in books, newspapers, or periodicals and compare the oral histories in this book to the experiences of other survivors and liberators.
71. Have students research and report on the reasons the Nobel Peace Prize was awarded to Elie Wiesel, a Holocaust survivor, or to such people as Bishop Desmond Tutu of South Africa, Daw Aung San Suu Kyi of Myanmar (Burma), and Andrei Sakharov of the former Soviet Union.
72. Have students research and report on the following: recent trials of Nazi war criminals; the trial of Adolf Eichmann or Klaus Barbie; famous Nazi hunters such as Simon Wiesenthal or Beate Klarsfeld; explanations given by Serbian soldiers during the war in the former Yugoslavia for their participation in ethnic cleansing; Communist leader of the state of East Germany Eric Honecker's trial for his



shoot-to-kill orders for East Germans attempting to escape across the Berlin Wall; or the defense of Lieutenant William Calley for his behavior at My Lai massacre in Vietnam.

73. Nazi hunter Simon Wiesenthal has identified six conditions that he believes made it possible for the Holocaust to take place. These conditions are as follows:
- the existence of a feeling of overpowering hatred by the people of a nation
 - a charismatic leader able to identify the feelings of anger and alienation that exist within the nation and able to convert these feelings into hatred of a target group
 - a government bureaucracy that could be taken and used to organize a policy of repression and extermination
 - a highly developed state of technology that makes possible methods of mass extermination
 - war or economic hard times
 - a target group against whom this hatred could be directed

Discuss with students the following.

How many if any of these conditions exist in Germany or any other country today?

Should governments play a role in ending outbreaks of violence and hate crimes?

What can students do to encourage others to speak out against actions that affect or take away the rights of citizens and minorities?

74. Have students read eye-witness accounts of the bombing of Hiroshima on the Internet at <http://www.inicom.com/hibakusha/>.
75. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Use the list below to write the correct term for each definition on the line provided.

Allied Powers	Nagasaki
D-Day	postwar
Hiroshima	V-E Day
isolationism	V-J Day

- _____ 1. the city in Japan where the first atomic bomb was used
- _____ 2. a policy that advocates freedom from foreign alliances
- _____ 3. the invasion of France at Normandy
- _____ 4. a period after a war has ended
- _____ 5. the Japanese surrender to the Allies
- _____ 6. the day Germany's surrender became official, May 8, 1945
- _____ 7. city in Japan where the second atomic bomb was dropped
- _____ 8. alliance formed during War World II between the United States, Great Britain, France, and the Soviet Union



Circle the letter of the correct answer.

9. The Atlantic Charter was an agreement between the United States and Great Britain to _____.
 - a. use the atomic bomb
 - b. keep the United States neutral in the war
 - c. work together for postwar peace
10. The United States restored relations with the Soviet Union in 1933 because _____.
 - a. the United States hoped the Russians would help stop Japan's expansion in Asia
 - b. the United States wanted to trade with them
 - c. all the above
11. American isolationists supported the Neutrality Acts because _____.
 - a. they wanted to send war materials to Europe
 - b. they hoped the laws would keep the United States out of the war in Europe
 - c. they wanted to build a stronger military in the event of war in Europe
12. The American general who ordered the Normandy invasion was _____.
 - a. Dwight D. Eisenhower
 - b. Douglas MacArthur
 - c. Harry S Truman
13. The Germans used concentration camps to _____.
 - a. protect German citizens from the Allied invasion
 - b. house Nazi soldiers during the war
 - c. imprison and kill Jews and others considered undesirable
14. The Allies had to fight the war against Japan _____.
 - a. with large tanks that could move over land
 - b. with ships and aircraft across the Pacific Ocean
 - c. by sending the largest military force in history into Japan



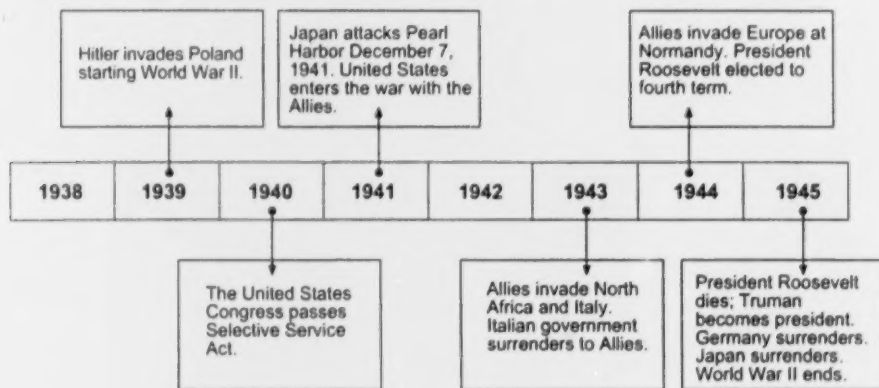
15. _____ people died in World War II.
- a. Less than 25 million
 - b. About 60 million
 - c. More than 100 million
16. Harry S Truman became President in 1945 when _____.
- a. he was elected
 - b. President Roosevelt died
 - c. President Roosevelt resigned
17. The decision to use the atomic bomb was made in order to _____.
- a. bring a speedy end to the war
 - b. punish the Japanese for joining the Axis Powers
 - c. prevent Japan from attacking the United States
18. The World War II leader who killed himself was _____.
- a. Benito Mussolini
 - b. Adolf Hitler
 - c. Winston Churchill
19. The Lend-Lease Act let the United States _____.
- a. help nations who were important to the defense of the country
 - b. borrow war materials from the Allies
 - c. carry on trade with all nations at war
20. _____ atomic bombs were used in World War II.
- a. No
 - b. Two
 - c. Three



21. The Allies fought the war on the continent of _____, as well as on the continents of Europe and Asia.
- a. North America
 - b. Australia
 - c. Africa
22. The last Axis Power to surrender was _____.
- a. Japan
 - b. Germany
 - c. Italy
23. The day the Germans surrendered to the Allies is called _____.
- a. V-G Day
 - b. V-A Day
 - c. V-E Day
24. Adolf Hitler was the dictator of _____.
- a. Japan
 - b. Italy
 - c. Germany
25. The United States entered World War II when _____.
- a. the Lend-Lease Act was passed
 - b. Japan attacked Pearl Harbor
 - c. President Roosevelt died



Use the **timeline of events** below to circle the letter of the correct answer.



26. How long did the United States wait to enter the war?
- less than one year
 - two years
 - more than three years
27. How many years did Germany and Japan continue to fight after Italy surrendered?
- less than one year
 - only one year
 - about two years
28. Which event occurred first?
- Selective Service Act
 - Normandy Invasion
 - Pearl Harbor
29. Which of the Axis Powers surrendered before Harry S Truman became President?
- Germany
 - Japan
 - Italy
30. About how many years did World War II last?
- less than three
 - about six years
 - almost 10



Keys

Practice (p. 71)

1. Neutrality Acts were laws to keep America neutral.
2. The Selective Service and Training Act allowed men, ages 21-35, to be drafted for military training.
3. The Lend-Lease Act is a law allowing United States shipment of war materials to countries important to the defense of the United States
4. Concentration camps prison and death camps operated by Nazi Germany in which Jews and other groups considered to be enemies of Hitler were tortured or murdered during World War II.
5. V-J Day is August 14, 1945, the day Japan surrendered; World War II came to an end.

Practice (p. 72)

1. c
2. a
3. b
4. c
5. b
6. a

Practice (p. 73)

1. The United States wanted to trade with the Soviet Union and hoped the Soviet Union could help stop Japan's expansion in Asia.
2. The United States was worried about the new dictators of countries who were building up their militaries, and were afraid this aggression could lead to another world war.
3. by bombing cities, factories, and seaports
4. President Roosevelt was elected three times.
5. Japan attacked the United States at Pearl Harbor, Hawaii.

Practice (p. 74)

1. B
2. A
3. B
4. B
5. A
6. A
7. A

Practice (p. 75)

1. Winston Churchill
2. Franklin Roosevelt
3. Harry S Truman
4. Benito Mussolini
5. General Dwight D. Eisenhower
6. Adolf Hitler
7. General Douglas MacArthur

Practice (p. 76)

1. False—Allies
2. True
3. False—Italians
4. True
5. True
6. False—in Europe first, then Asia

Practice (p. 77)

Event	Date
1. France surrenders to Germany	1940
2. Japan attacks Pearl Harbor	Dec., 1941
3. Italy surrenders to the Allies	Sept., 1943
4. Normandy invasion	June 6, 1944
5. President Roosevelt dies	Apr. 12, 1945
6. V-E Day	May 8, 1945



Keys

Practice (pp. 78-79)

1. develop a master race
2. Jews and others considered undesirables
3. The prisoners were tortured and killed.
4. six million
5. photographs and films
6. It was the total destruction and death of millions of people due to prejudice and intolerance.

Practice (p. 80)

1. Answers will vary.
2. Pincus met a friend who gave him the name of a family friend in the camp who supervised other inmates. The supervisor assigned both Pincus and his brother an indoor job.

Practice (p. 81)

1. He had never seen such a sight in his life and could not imagine how any person could be so inhumane as to do to others what he saw.
2. They wondered why the German people in Leipzig did not know what was going on, and if they did know, why they did not do something about it.

Practice (pp. 82-86)

Answers will vary.

Practice (pp. 87-88)

Answers will vary.

Practice (pp. 89-90)

1. b
2. a
3. b
4. a
5. b
6. a
7. b
8. b
9. a

Practice (p. 91)

Correct answers will be determined by the teacher.

Practice (p. 92)

1. Soviet Union
2. Germany
3. six times
4. Thousands and thousands of lives would be lost on both sides if the United States invaded; the bomb would bring a speedy end to the war and help determine the grounds for peace.
5. About 75,000
6. Answers will vary.

Practice (pp. 93-94)

1. True
2. False
3. True
4. False
5. False
6. False
7. True
8. False
9. True



Keys

Practice (p. 95)

1. The war was fought primarily in the Eastern Hemisphere, including Europe and Asia.
2. The United States had to travel long distances over water and by air.
3. The war was fought around the world.
4. Answers will vary.

20. b
21. c
22. a
23. c
24. c
25. b
26. b
27. c
28. a
29. c
30. b

Practice (p. 96)

1. B
2. A
3. E
4. G
5. I
6. H
7. J
8. D
9. K
10. L
11. F
12. C

Unit Assessment (pp. 33-37TG)

1. Hiroshima
2. isolationism
3. D-Day
4. postwar
5. V-J Day
6. V-E Day
7. Nagasaki
8. Allied Powers
9. c
10. c
11. b
12. a
13. c
14. b
15. b
16. b
17. a
18. b
19. a



Unit 3: Life in America during World War II (1941-1945)

This unit emphasizes how the United States shifted its industry to wartime production and how this shift affected life in America.

Unit Focus

- effects of wartime production on science and technology during administration of President Franklin D. Roosevelt
- social, political, and economic effects of World War II on life in America
- contributions of minorities in military during administration of President Harry S Truman
- effects of war on Japanese Americans
- effects of war on American culture

Suggestions for Enrichment

1. Have students research the weaponry and communication of naval ships of World War II and create visual displays of their research.
2. Have students conduct research into any of the new items discussed in the chapter, or suggest others which became available as a result of the war. This might include medicines, space ships, synthetics, etc. Have students write a paper describing what life would be like without these items.
3. Have students enact life in America during World War II. Have them make a list of items which are valuable today, but are in short supply. Set up a system for rationing the items. Use the system for a week. Find out if a black market develops. Have students discuss their behaviors.
4. Have students bring music from the war period. Have them compare it to modern music. Read the words to the songs. Find out what has caused the change. Consider popular taste, new musical technology, and social change.



5. Have students imagine they were a woman with two children who had taken a factory job during the war and was laid off from work when the men returned from World War II. Ask them to respond in a diary to this situation. Would they be relieved? Angry?
6. Have students prepare a bulletin board that shows gains by minorities and women during World War II.
7. Have students imagine they were Japanese children during World War II and that they and their families had been rounded up and imprisoned in internment camps for more than three years. Have them imagine that today they are 65+ years old with children and grandchildren of their own. Ask students to write a dialogue they would have with their grandchild today about their experience in the internment camp and what lessons they would teach their grandchild about this experience.
8. Ask students to interview a veteran from a war about his or her experiences before, during, and after the war.
9. Ask students to brainstorm as many thoughts, images, and examples that come to mind when they hear the term "nuclear bomb." Compare lists and discuss the effects of nuclear bombs. Next have students brainstorm possible reasons behind the development and stockpiling of nuclear bombs.
10. Provide students with copies of the Nuclear Non-Proliferation Treaty (accessed at <http://www.acda.gov/treaties/npt2.htm>). Assign groups two to three paragraphs to rewrite the paragraph in everyday language.
11. Have students make a graph of the signatories of the Nuclear Non-Proliferation Treaty and chart the number of nations involved on each continent in the signing, and the number of nations that signed each month. A list of signatories can be found on the Internet (<http://www.acda.gov/treaties/npt3.txt>).



12. Have students write an editorial on nuclear disarmament.
13. Assign students different historical periods to research military technologies developed in different cultures and eras. Ask students to create a poster of these technologies. Hang the posters in chronological order around the classroom.
14. Have students examine the rules of war, (e.g., for use of weapons, tactics, alliances) and how these rules have changed throughout history.
15. Have students research the amount of money spent by different countries on national defense and security. Ask students to graph their findings. Have students compare countries and discuss why the amounts are so varied.
16. Have students graph how the United States government allocates and spends money for defense and national security.
17. Have students choose one of the more than 40 countries located along the Pacific Rim and write an essay on one of the following topics.
 - culture: a contemporary look at continuity and change among the people of the country
 - education: values, ideals, and current trends in schools and universities
 - government: the form, substance, and public policy of the country's political system
 - industry and agriculture: imports and exports along the Pacific Rim
18. Have groups discuss material covered in the unit. Ask each group to choose a person to write down ideas and a second person to report a summary of the discussion to the class.



19. Have students design and illustrate a timeline depicting major time periods or interesting facts covered in the unit.
20. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Use the list below to complete the following statements.

civilian
FEPC
noncombat

rationing
sabotage
synthetics

1. Some Americans feared that Japanese Americans would destroy war plants through _____.
2. A system of _____ was used to make sure everyone got a fair share of scarce goods.
3. The _____ worked to ensure there was no discrimination against any federal employee.
4. _____, or artificial goods such as nylon, were produced in laboratories.
5. A _____ is a person not on active duty in the military.
6. _____ personnel do not take part in actual fighting.



Circle the letter of the correct answer.

7. During World War II, American factories converted to war production to _____.
 - a. produce more items like automobiles and chocolate
 - b. produce goods for the Axis Powers
 - c. produce more war materials than before
8. The War Production Board was responsible for _____.
 - a. controlling wages and prices
 - b. controlling production of goods used for fighting
 - c. inventing new weapons
9. The government paid for the war by _____.
 - a. raising taxes
 - b. selling war bonds
 - c. all of the above
10. Many women and minority groups enjoyed full employment because _____.
 - a. industry only hired women and minorities
 - b. there was a labor shortage due to men going to war
 - c. many people refused to work in the war industry
11. One minority group that was treated badly by the United States government was the _____.
 - a. German Americans
 - b. Italian Americans
 - c. Japanese Americans
12. Dr. Charles Drew, an African-American doctor, gained recognition for _____.
 - a. developing a system for storing blood plasma
 - b. introducing "miracle drugs"
 - c. his work in space technology



13. President Roosevelt's Executive Order 8802 _____ .
 - a. desegregated the U.S. military during the war
 - b. outlawed discrimination against federal employees
 - c. allowed women to serve in combat roles
14. During the war, American factories and farms _____ .
 - a. produced enough to supply the U.S. and its allies
 - b. were unable to meet the demand for goods
 - c. did not produce goods for private use
15. A major reason for America's victory in World War II was _____ .
 - a. the United States had more soldiers than the enemy
 - b. its use of the deadly V-2 rocket against the Germans
 - c. the hard work of American civilians at home
16. Large numbers of African Americans moved from the South to the North because _____ .
 - a. Mexican Americans took the jobs in the South
 - b. they could find jobs in the factories
 - c. they believed the North was safe from enemy attack
17. One indication of how the war affected American society was the _____ .
 - a. rise in the divorce, marriage, and birth rates
 - b. increase in purchases of automobiles and new homes
 - c. decrease in prosperity for most workers
18. The purpose of the Office of Price Administration was to _____ .
 - a. keep the costs of government spending down
 - b. pay the salaries of government workers
 - c. control the wages and prices of goods and services



19. During the war, American scientists worked on the development of _____ .
- a. the V-2 rocket
 - b. the Distinguished Flying Cross
 - c. improved computers and radar systems
20. USO clubs were places where soldiers _____ .
- a. could receive treatment for war injuries
 - b. could find assistance and be entertained
 - c. were given special jobs
21. A major result of the war was to _____ .
- a. end the long economic depression
 - b. cause the economy to fall into economic depression
 - c. end a long period of prosperity

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 22. The war caused a shortage of goods such as gasoline, sugar, and meat.
- _____ 23. The war showed that women should not hold jobs operating heavy machinery.
- _____ 24. President Truman ended segregation in the military in 1949.
- _____ 25. Many Japanese Americans lost their homes and businesses during the war.
- _____ 26. No Japanese Americans fought heroically in the war.



Keys

Practice (p. 108)

1. WPB: War Production Board—controlled production of war materials
2. OPA: Office of Price Administration—helped control the cost of living by controlling wages and prices
3. FEPC: Fair Employment Practices Commission—enforced Executive Order 8802, outlawing discrimination against federal workers based on race, creed, color, or national origin; insured fair treatment of minorities in defense factories

Practice (p. 109)

1. D
2. C
3. E
4. B
5. A
6. F

Practice (p. 110)

1. b
2. c
3. a
4. b
5. a
6. c
7. b

Practice (pp. 111-112)

1. Japan had attacked Pearl Harbor and some Americans and government officials feared they would act as spies.

2. Answers will vary but should include four of the following: discriminated against; sent to internment camps; lost homes and businesses; forced to live in poor housing; inadequate care; lived under armed guard.
3. Answers will vary.

Practice (p. 113)

1. television; computers
2. V-2 rocket
3. synthetics
4. miracle drugs
5. civilian
6. Executive Order
7. War Production Board (WPB)
8. noncombat

Practice (p. 114)

1. Prosperity was high during war years; had been very low during depression.
2. Both went up, but so did divorce rates.
3. They were segregated.
4. Teenagers who enjoyed swing music and Frank Sinatra.
5. Clubs where servicemen could get assistance and be entertained.

Practice (p. 115)

1. K
2. I
3. C
4. H
5. J
6. B
7. F
8. D
9. A
10. E
11. G



Keys

Unit Assessment (pp. 47-50TG)

1. sabotage
2. rationing
3. Fair Employment Practices Commission
4. synthetics
5. civilian
6. noncombat
7. c
8. b
9. c
10. b
11. c
12. a
13. b
14. a
15. c
16. b
17. a
18. c
19. c
20. b
21. a
22. True
23. False
24. True
25. True
26. False



Unit 4: Cold War Conflicts (1945-1960)

This unit emphasizes reasons the United Nations was formed and how increasing tensions between the Soviet Union and the United States led them into a Cold War.

Unit Focus

- reasons for post-war formation of United Nations
- aspects of United Nations
- events leading to beginnings of Cold War during administration of President Harry S Truman
- reasons United States developed anti-Communist alliances

Suggestions for Enrichment

1. Have students make a bulletin board display on the UN and its various agencies and a chart of the UN successes and failures in world conflicts. Ask students to use newspaper clippings that show current activities of the UN.
2. Have students write to the UN to obtain information, materials, or resources that may be available for use in class.
3. Have students draw a cartoon that shows the rivalry between the United States and the Soviet Union during the 1950s, using appropriate symbols for each country.
4. Have students draw cartoons which depict the Cold War, the Iron Curtain, or the Berlin Airlift. Be sure the symbols and the message can be understood.
5. Ask students to prepare for a debate on the following two arguments:
 - The Cold War began because of Soviet aggression followed by American containment policies.



- America was the aggressor; the Soviets reacted to protect their interests.
6. Ask students to assume the role of United States Cold War policy advisor to President Harry S Truman in 1952, and consider the economic, political, ideological, and strategic factors of one of the policy alternatives below. Ask students to write a persuasive essay on this plan to present to the American people.
 - military rollback of Soviet territorial gains in Eastern Europe
 - continue the containment policy as outlined in George Kennan's 1947 memorandum while continuing military buildup
 - unilaterally halt the military buildup and launch a new diplomatic initiative aimed at establishing lasting peace and friendship between the superpowers
 7. Ask students to briefly outline how a chief economic advisor to President Truman in 1947 would advise Truman, who was concerned that the winding down of wartime production and spending might send the American economy back into depression.
 8. Ask students to research, identify, and explain the major causes of the Red Scare.
 9. Have students find news articles about NATO today. Have them prepare a report about the history of this military alliance.
 10. Have students prepare a map showing the countries that benefited from the Marshall Plan or the Truman Doctrine or that belonged to NATO or SEATO.
 11. Have students research United States foreign aid policy today to find out how much foreign aid the United States provides to a particular country and how the money is spent. Ask students to write a letter to their congressional representative expressing their point of view about the issue.



12. Review concepts taught in the unit through a silent *Jeopardy* activity. Select 10 categories of topics, five for the first round and five for the second round. Have each student divide a piece of paper into the first and second rounds of *Jeopardy*. Assign point values of 1, 2, 3, 4, 5 for the first round and 2, 4, 6, 8, 10 for the second round. Randomly read questions from any topic and ask students to silently write the answers on the divided paper. After a set time, do a final *Jeopardy* question and allow students to wager from 0-10 points. Check papers and tally.
13. Ask students to create a diorama or mural depicting a time period or event in history from this unit.
14. Have students research examples of political cartoons from magazines and newspaper. Then have students draw cartoons related to past or current events and give their interpretations of the cartoon.
15. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|--|--------------------|
| _____ 1. military alliance between the United States and 11 Western European countries | A. cold war |
| _____ 2. provided economic and military aid to Greece and Turkey | B. Iron Curtain |
| _____ 3. how Churchill described the Communist invasion of Europe | C. Marshall Plan |
| _____ 4. provided economic aid to rebuild Europe after World War II | D. NATO |
| _____ 5. a war in which there is no armed conflict between enemies | E. SEATO |
| _____ 6. a military alliance between the United States and Southeastern Asia | F. Truman Doctrine |

Circle the letter of the correct answer.

7. The purpose of the United Nations is to _____ .
- help countries develop an atomic bomb
 - try to help keep world peace
 - rebuild the war-torn nations of Europe
 - assist the United States in stopping the spread of communism
8. The United Nations Security Council can take action only when _____ .
- none of the five permanent members uses the veto
 - the International Court of Justices says it is legal
 - each member of the General Assembly agrees
 - the Secretary-General grants them permission



9. The governments of Eastern European nations became Communist when _____ .
- they were occupied by Allied troops after the war
 - they received economic aid from the Soviet Union
 - Soviet soldiers refused to let them hold free elections
 - the Allies agreed to give them to the Soviet Union
10. Stalin used a blockade to try to force Great Britain, France, and the United States out of _____ .
- China
 - West Germany
 - Greece and Turkey
 - West Berlin
11. The major purpose of the Truman Doctrine was to _____ .
- provide supplies to the city of West Berlin
 - prevent the spread of communism in Greece and Turkey
 - create a military alliance to fight the Soviet Union
 - help anti-Communists in China
12. The Berlin Airlift helped stop the spread of communism in Europe by _____ .
- flying in supplies to West Berlin
 - flying people out of West Berlin
 - flying in American forces to fight the Communists
 - flying large amounts of military weapons to West Berlin
13. The members of NATO and SEATO promised to _____ .
- help each other in the event of any enemy attack
 - send only economic aid to countries if attacked
 - assist in the rebuilding of war-torn Europe
 - veto any plans proposed by the Soviet Union
14. One reason the Soviet Union was able to develop an atomic bomb was _____ .
- Great Britain gave them the plans
 - they bought the plans from the Germans
 - a scientist from Great Britain gave them the plans
 - they got the plans from the United Nations



15. The government forced out of China by the Communists was _____.
- a. an American ally
 - b. a close friend of the Soviet Union
 - c. a member of NATO
 - d. an enemy of West Germany
16. The United States fought the Soviet Union in the Cold War mainly by _____.
- a. preventing free elections in Europe
 - b. providing economic aid to prevent the spread of communism
 - c. increasing the size of the United States military
 - d. giving the atomic bomb to anti-Communist countries.

Use the **timeline** below to write **True** or **False** next to the following statements.

1945	1946	1947	1948	1949
United States explodes first atomic bomb. World War II ends. The United Nations is established.	United States and Soviet Union disagree over atomic energy controls. Communist governments established in Eastern Europe.	Truman Doctrine and Marshall Plan begin. NATO established.	Soviet Union blockades West Berlin.	The Berlin Airlift begins. Soviet Union explodes its first atomic bomb. Chinese Communists come to power in China.

- _____ 17. According to the timeline, China had a Communist government before Eastern Europe.
- _____ 18. The Soviet Union exploded its first atomic bomb about four years after the United States.
- _____ 19. The United Nations was established about the same time World War II ended.
- _____ 20. The United States and the Soviet Union had no disagreements until 1948.
- _____ 21. There was no armed conflict between the United States and the Soviet Union between 1945 and 1949.

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Keys

Practice (p. 130)

1. powerful countries engage in conflict without use of armed conflict; compete for international influence over other nations
2. United States and Soviet Union
3. after World War II
4. to influence smaller and weaker nations

Practice (p. 131)

1. No
2. Yes
3. Yes
4. Yes
5. No
6. Yes
Answers will vary but should include two of the following:
7. Help keep world peace; share important ideas; help poor nations
8. 1945
9. General Assembly; Security Council; Economic and Social Council; International Court of Justice; Secretariat; Trusteeship Council

Practice (p. 132)

1. b
2. c
3. b
4. a
5. b
6. c

Practice (pp. 133-134)

1. Stalin thought the Soviet Union would be safer with Communist neighbors; to gain trading partners
2. They occupied those countries and would not allow free elections. The nations became Communist.

3. Churchill said an Iron Curtain was dividing Europe.
4. The Soviet Union controlled East Germany and East Berlin. The United States, France, and Great Britain controlled West Germany and West Berlin.
5. Stalin ordered a blockade of West Berlin. The United States flew supplies into the city.
6. Stalin removed the blockade after a year.
7. Answers will vary.

Practice (p. 135)

1. B
2. D
3. C
4. A
5. Marshall Plan sent aid to war-torn European countries; to help countries resist communism
6. NATO is an alliance formed to halt the spread of communism.
7. SEATO was set up to protect Southeast Asia against Communist takeover.
8. The Truman Doctrine provided economic support for countries resisting communism.

Practice (p. 136)

Answers will vary but should include at least three of the following reasons:

1. Stalin wished to make Eastern Europe Communist.
2. The United States established NATO, a military alliance of Western European countries against the Soviet Union and Eastern Europe.
3. The Soviet Union exploded its first atomic bomb. Great Britain arrested the scientist who admitted spying and giving important secrets about the bomb to Russia.



Keys

4. Chinese Communists forced the non-Communist Chinese government, an American ally, out of China.

Practice (p. 137)

1. United Nations (established 1945)
2. Truman Doctrine (1947)
3. Marshall Plan (June of 1947)
4. Berlin Airlift (June of 1948)
5. NATO (1949)

Practice (p. 138)

Correct answers will be determined by the teacher.

Practice (p. 139)

1. veto
2. North Atlantic Treaty Organization
3. Iron Curtain
4. United Nations
5. Cold War
6. Truman Doctrine
7. Berlin Airlift
8. Marshal Plan

Unit Assessment (pp. 57-59TG)

1. D
2. F
3. B
4. C
5. A
6. E
7. b
8. a
9. c
10. d
11. b
12. a
13. a
14. c
15. a

16. b
17. False
18. True
19. True
20. False
21. True



Unit 5: Postwar America (1952-1960)

This unit emphasizes the many foreign problems the United States faced during President Dwight D. Eisenhower's two terms in office, along with fear of communism (or the Red Scare), and the issue of civil rights.

Unit Focus

- United States foreign relations with Korea, Soviet Union, and Indochina during administrations of Presidents Harry S Truman and Dwight D. Eisenhower
- social, political, and economic events in America during administration of President Eisenhower
- reasons for growth of education, technology, arts, and literature
- reasons John F. Kennedy won presidential election over Richard M. Nixon

Suggestions for Enrichment

1. Ask students to interview or invite someone to class who was in the Korean War. Have the guest discuss the conditions under which the war was fought.
2. Have students prepare a map which shows *hot spots* around the world in this period. Ask student to include Korea, Hungary, Egypt, Israel, Berlin, and Indochina and to use symbols to show the wars in which the United States became involved.
3. Have students research the new Red Scare of the McCarthy era. Prepare a video documentary which shows the actions and effects of this period.
4. Ask students to choose one of the situations below and create a narrative dialogue using specific factual information from the Cold War to respond to the following question: How would the effects of the Cold War and Red Scare affect the responses of people in the situation below?



- a movie producer in 1957 telling one of his writers why a film stressing the United States-Soviet alliance in World War II will not be made
 - a movie producer in 1958 explaining to an Academy Award-winning director who had been blacklisted during the McCarthy era why he cannot hire the director to work on a mainstream film
 - a high-school teacher in 1960 explaining "duck-and-cover-drills" to students
 - a public-school teacher in 1960 holding a class discussion about the Truman Doctrine
 - a United States President in 1963 explaining to a nationwide television audience why a small and strategically insignificant Asian country must be saved from Communism
 - a candidate for the United States Congress in 1964 explaining to a campaign crowd why his college-day membership in a communistic youth organization during the 1930s was a forgivable mistake.
 - a United States soldier in Vietnam in 1965 explaining to a European journalist why his country is involved in a war in Vietnam
5. Ask students to make a persuasive case for or against one of the policies listed below, in the form of a letter to the editor.
- FBI surveillance of all known communists and sympathizers
 - exclusion of known Communists and sympathizers from state and federal government jobs
 - creation of a Congressional committee to investigate Communist infiltration into political and cultural institutions
 - aggressive military action to roll back Communist gains in Europe and Asia



6. Ask students to interview at least five people who lived in the 1950s about inventions and improvements of that era that had an impact on the lifestyle and culture on the American people. Ask students to create questions that cover economic impact, cultural impact, and political impact. After students have gathered the responses, ask them to draw conclusions about the impact of technological change in the 1950s.
7. Ask students to assume the role of a feature writer in 1957 and write a piece detailing how and why the lifestyle and economic situation of a typical local resident has changed in the past 20 years.
8. Collect and record a series of standard songs from the 1950s. Play the tape a few times, giving the artist and the title. Fast forward the tape until students say stop, then play about 10 seconds of the song. Have students state the title and the artist.
9. Invite a member of the NAACP or National Urban League to discuss problems of discrimination in the 1950s.
10. Discuss the Equal Rights Amendment and women in the 1960s. Have students research women in the 1960s (e.g., Gloria Steinem, Gertrude Stein, Betty Friedan, Angela Davis, Janis Joplin, Joan Baez, Tina Turner).
11. Have students create a newspaper on "Notable Women" for National Woman's History Month.
12. Ask students to evaluate the impact and importance of the 1954 *Brown v. Board of Education* decision on civil-rights law.

Have students write a brief summary of the Brown case identifying the most important issues, outlining arguments from both sides, and explaining the legal and constitutional implications (Fourteenth Amendment, *Plessy v. Ferguson*).

13. Have students role-play being NAACP (National Association for the Advancement of Colored People) attorneys who were given leverage by the 1954 Brown decision in their efforts to dismantle "Jim Crow" segregation.



14. Discuss how in the 1950s the African-American civil rights movement ultimately made great strides in achieving civil rights and inspired other movements such as the women's rights movement. Discuss the obstacles that have blocked the achievement of full social and economic equality for African-American women and ethnic minorities such as Hispanic Americans, Asian Americans, and Native Americans.
15. Have students interview an attorney; a state legislator; a member of the American Civil Liberties Union; or a person knowledgeable about federal, state, and local laws guaranteeing civil rights enacted between 1954 and 1975. Ask students to prepare a poster depicting the measures.
16. Give each student a copy of Dr. Martin Luther King's "I Have a Dream" speech to refer to as they listen to his speech. Ask students to research the civil rights movement, including Dr. King's leadership role.

Discuss and define rhetorical devices such as simile, metaphor, allusion, alliteration, and anaphora (the repetition of a word or phrase at the beginning of a sentence, verse, or paragraph), used in poetry and prose to make ideas memorable and forceful. Ask students to find two examples each of allusion, alliteration, metaphor, simile, and anaphora (other than the "I have a dream" phrase) and list two possible effects each might have on the listener. Then ask students to write a paragraph about which image he or she found most powerful and appealing and explain why this image had meaning for him or her.

17. Have students write a paragraph summarizing Dr. Martin Luther King's "I Have a Dream" speech in their own words.
18. Ask students to list and discuss some of the specific acts of injustice against African Americans which Dr. Martin Luther King cites in his "I Have a Dream" speech.
19. Dr. Martin Luther King cites "the American dream" as a source for his own dream in his "I Have a Dream" speech. Ask students to write a composite definition of the American dream after discussing that concept with friends and family members.



20. Explain that Dr. Martin Luther King was assassinated for his work in civil rights. A Biblical quotation on the memorial at his graveside reads, "Behold the dreamer. Let us slay him, and he will see what will become of his dream." Ask students to write two paragraphs, one describing in what ways the dream had been fulfilled and one describing what yet remains to be accomplished.
21. Discuss what makes a hero. Have students discuss qualities that make a person a hero as distinct from those that make a leader. Ask students to research the lives of three very different people they think of as heroes and support their contention that these three are heroes.
22. Have students find photos of the United States Presidents and important people of the decade. Have them prepare a bulletin board with the materials collected.
23. Have students get a map of the interstate highway system begun in 1956. Have them report how these highways have influenced life in their city and in the country.
24. Have students find out more about the efforts to desegregate public schools in the South. Show documentary films on these efforts. Discuss the importance of television in bringing changes in attitudes in the country.
25. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Circle the letter of the correct answer.

1. Who was the United States President who helped end the Korean War?
 - a. Richard M. Nixon
 - b. Dwight D. Eisenhower
 - c. John F. Kennedy
2. Who was the Communist leader of North Vietnam?
 - a. Ho Chi Minh
 - b. Fidel Castro
 - c. Nikita Khrushchev
3. Who was the Soviet leader who proposed peaceful coexistence?
 - a. Fidel Castro
 - b. Nikita Khrushchev
 - c. Josef Stalin
4. What was Communist group from South Vietnam called?
 - a. Vietminh
 - b. Sputnik
 - c. Vietcong
5. Who was the American Vice President who received an angry reception in Latin America?
 - a. Richard M. Nixon
 - b. Dwight D. Eisenhower
 - c. Harry S Truman
6. Who led a Communist revolution in Cuba?
 - a. Fidel Castro
 - b. Nikita Khrushchev
 - c. Ho Chi Minh



7. Who made claims that caused a Red Scare in the United States?
 - a. Dr. Martin Luther King, Jr.
 - b. Harry S Truman
 - c. Joseph McCarthy
8. Who refused to give up a bus seat to a white man?
 - a. Frances Perkins
 - b. Dr. Martin Luther King, Jr.
 - c. Rosa Parks
9. Who led a civil rights bus boycott in Montgomery, Alabama?
 - a. Dwight D. Eisenhower
 - b. Dr. Martin Luther King, Jr.
 - c. John F. Kennedy
10. Which candidates participated in the first televised debates in a presidential election campaign?
 - a. Joseph McCarthy and Dr. Martin Luther King, Jr.
 - b. Dwight D. Eisenhower and Richard M. Nixon
 - c. Richard M. Nixon and John F. Kennedy
11. When North Korea invaded South Korea, President Harry S Truman did what?
 - a. asked Congress to declare war on North Korea
 - b. asked the United Nations to send an international force to defend South Korea
 - c. asked Congress to send the United States Marines to defend South Korea
12. When did the Korean War end?
 - a. when the two sides agreed to an armistice
 - b. when the United States used the A-bomb on North Korea
 - c. when the United Nations defeated North Korea



13. When did a period of good relations between the United States and the Soviet Union end?
 - a. when President Eisenhower sent aid to South Vietnam
 - b. when the United States exploded its first H-bomb
 - c. when the Russians shot down an American U-2 spy plane over Russia
14. The French were defeated in what region in 1954?
 - a. Indochina
 - b. the Middle East
 - c. Eastern Europe
15. What did the Red Scare cause in the United States?
 - a. a high unemployment rate among unskilled workers
 - b. the civil rights movement in the South
 - c. many government employees to lose their jobs
16. What did the Supreme Court rule in *Brown v. Board of Education*?
 - a. African Americans could ride on school buses
 - b. segregated schools were unconstitutional
 - c. Southern schools could remain segregated
17. The Montgomery bus boycott was an example of what?
 - a. nonviolent protest
 - b. peaceful coexistence
 - c. automated public transportation
18. During the 1950s, what happened to the American standard of living?
 - a. began to decline
 - b. remained the same
 - c. greatly improved



19. What the increased use of the automobile lead the government to do?
- a. build an interstate highway system
 - b. create gasoline credit cards for travelers
 - c. develop suburbs near cities
20. What caused America's population to greatly increase in the postwar period?
- a. the large number of refugees coming to the United States
 - b. the growing birthrate
 - c. all of the above

Keys

Practice (p. 154)

1. North Korea launched an invasion of South Korea.
2. Eisenhower arranged for an armistice.
3. 38th parallel of latitude (north)
4. North Korea is Communist.
5. South Korea is non-Communist.

Practice (p. 155)

1. C
2. D
3. A
4. B

Practice (p. 156)

1. E
2. G
3. C
4. A
5. F
6. H
7. B
8. D

Practice (p. 157)

1. True
2. False—peaceful
3. True
4. False—Chinese Communists
5. True
6. False—only the United States
7. True
8. True
9. False—continued to hold peace talks
10. True

Practice (pp. 158-159)

1. True
2. False
3. True
4. False

5. True
6. True
7. False
8. True
9. True
10. True
11. True
12. False

Practice (p. 160)

1. segregate
2. Joseph McCarthy
3. *Brown v. Board of Education*
4. boycott
5. Rosa Parks
6. Dwight D. Eisenhower
7. Red Scare
8. Dr. Martin Luther King, Jr.
9. Little Rock, Arkansas

Practice (pp. 161-162)

1. a
2. b
3. c
4. c
5. b
6. a
7. b
8. c

Practice (p. 163)

1. automated
2. abstract expressionism
3. refugee
4. GI Bill of Rights
5. Sputnik
6. debate



Keys

Practice (pp. 164-165)

1. a. Yes
b. No
2. a. Yes
b. Yes
3. a. Yes
b. No
4. a. Yes
b. No
5. a. No
b. Yes
6. a. Yes
b. No
7. a. Yes
b. Yes
8. a. Yes
b. Yes
9. a. No
b. Yes
10. a. Yes
b. No

Practice (p. 166)

Correct answers to be determined by the teacher.

Practice (p. 167)

1. a
2. c
3. c
4. a
5. c
6. c

Practice (p. 168)

1. Answers will vary but should include the following. Look for: improved technology or industry; increased salaries and demand for goods; growing population.
2. continued growth
3. The standard of living should continue to improve.

4. The higher the GNP, the higher the standard of living.

Practice (p. 169)

1. D
2. C
3. E
4. F
5. G
6. A
7. B

Practice (p. 170)

1. debate
2. armistice
3. Vietcong
4. refugee
5. boycott
6. Gross National Product
7. nonviolent protests

Unit Assessment (pp. 69-72TG)

1. b
2. a
3. b
4. c
5. a
6. a
7. c
8. c
9. b
10. c
11. b
12. a
13. c
14. a
15. c
16. b
17. a
18. c
19. a
20. c

Section 2: Struggling for Social Change (1960-1976)

Unit 6: The New Frontier (1960-1963)

Unit 7: The Stormy Sixties (1963-1968)

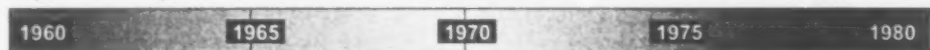
Unit 8: America in Turmoil (1968-1976)



• Unit 22: The New Frontier
(1960-1963)



• Unit 23: The Stormy Sixties
(1963-1968)



• Unit 24: America in Turmoil
(1968-1976)





Unit 6: The New Frontier (1960-1963)

This unit emphasizes the foreign problems faced during President John F. Kennedy's three years in office, passage of new civil rights legislation, and President Kennedy's assassination.

Unit Focus

- aspects of conflict with Cuba
- United States foreign policy in Latin America, Europe, and Asia
- social, economic, and technological achievements during administration of President John F. Kennedy
- assassination of President Kennedy

Suggestions for Enrichment

1. Have students interview a person in their parents' or grandparents' generation about his or her reactions to President Kennedy's assassination.
2. Have students choose one of the following events and take on the role of a presidential advisor offering advice at the time of that crisis: the entry of the United States into World War I, the bombing of Hiroshima, or the Cuban Missile Crisis. Have students prepare a short position paper with their advice for the President during the crisis, stating the action they recommend and reasons for their recommendations. Since Presidents are often conscious of how history books will later represent them, suggest to students that one argument could stress how a particular decision might be viewed by future generations. Once position papers are presented, either orally or written, discuss with students if they would give the same advice today. Why or why not? Discuss what advice the students would give the President on an important issue today (e.g., healthcare, welfare reforms, deficit spending, Social Security). Optional activity: Have students write to the White House, 1600 Pennsylvania Ave., Washington, D. C. 20500 and give their advice on an important issue today.



3. Have students prepare a report on the Cuban Missile Crisis and its effect on Florida. Have them interview people who experienced the crisis. Discuss air raid alert practice and bomb shelters.
4. Have students find out about qualifications, training, and the work of Peace Corps volunteers. Have students find out about similar government programs.
5. Have students research the space programs of the United States and Russia, tracing their history and important events. Have students prepare a report or a bulletin board with their findings. If you live near the space center or near a military base, take a field trip to see the facility.
6. Have students draw a map of Indochina showing Laos, Cambodia (Kampuchea), and Vietnam before, during, and after the Vietnam War.
7. Have students find out more about the efforts to desegregate public schools in the South. Show documentary films about the events. Discuss the importance of television in bringing changes in attitudes in the country. Have students gather statistics on racial distribution in your school district.
8. Pick a topic that evokes interest and ask students to find related articles. Discuss and list arguments on both sides of the issue. Draw an imaginary line on the floor, one end representing "for" and the other "against" the issue. Ask students to literally "take a stand" on the line where they feel they belong depending on the strength of their belief. (If all stand on one side, play "devil's advocate" and stand on the other side.) When everyone is standing, open the debate with spokespersons for each side. The goal is to have students move closer to one point of view. At the end, students may stand anywhere but in the "undecided" middle position. After students are seated, have students write their views on the above issue in an editorial format.
9. Have students research specific historical figures and write their obituaries. Provide an example of an obituary from the newspaper, discussing the information provided and organization of the paragraphs.



10. In a class discussion, choose various topics for a debate.
11. Have students recite a historical speech.
12. Conduct a discussion on heroism. Have students list a set of criteria or standards by which to judge and choose great American heroes. Ask students to choose one hero to research and create an American hero trading card. Design and develop a template for a series of American hero trading cards. Ask students to explain and defend their American heroes. (Optional: Make five copies of each card for students to use for trading.)
13. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|---------------------|
| _____ 1. groups protesting segregation on public transportation | A. ban |
| _____ 2. a Soviet astronaut | B. CIA |
| _____ 3. exchanged for money | C. coalition |
| _____ 4. United States agency in charge of the space program | D. cosmonaut |
| _____ 5. friendly to the United States and its allies | E. freedom riders |
| _____ 6. a blockade of ports | F. NASA |
| _____ 7. system where all groups play a part | G. naval quarantine |
| _____ 8. United States agency that planned the Bay of Pigs invasion | H. pro-Western |
| _____ 9. to stop or end something | I. ransomed |
| _____ 10. Communist group in South Vietnam | J. Vietcong |



Circle the letter of the correct answer.

11. The problems between the United States and Cuba were the result of _____ .
 - a. the overthrow and murder of the Cuban leader
 - b. the establishment of a Communist government in Cuba
 - c. the threat of a Cuban invasion of the Soviet Union
12. In the Bay of Pigs invasion, the United States tried to _____ .
 - a. help overthrow Fidel Castro's government
 - b. remove nuclear missiles from Cuba
 - c. place a naval blockade around Cuba
13. The Soviets built the Berlin Wall to _____ .
 - a. protect the people in East Berlin
 - b. reunite East and West Berlin
 - c. keep East Germans from escaping to West Germany
14. The United States helped South Vietnam in order to _____ .
 - a. prevent them from becoming Communists
 - b. reduce the poverty and build their industry
 - c. keep the Vietcong in control of the government .
15. The purpose of the Peace Corps was to _____ .
 - a. end the nuclear arms race between the United States and the Soviet Union
 - b. prevent violence when African-American children tried to enter schools in the South
 - c. help poor countries improve their way of life
16. Alan B. Shephard is an important American because he was _____ .
 - a. the first African American to enroll at the University of Alabama
 - b. the first astronaut to experience space flight
 - c. the man who organized the freedom march on Washington, D.C.



17. Nuclear testing above ground and underwater ended as a result of the _____ .
- a. Cuban Missile Crisis
 - b. Alliance for Progress
 - c. Nuclear Test Ban Treaty
18. President Kennedy's New Frontier programs included all of the following, except _____ .
- a. segregation of public facilities
 - b. an increase in the minimum wage
 - c. medical care for people who are 65 or over
19. Efforts to desegregate schools and public facilities in the South _____ .
- a. were supported by the governor of Alabama
 - b. often resulted in violence against the civil rights workers
 - c. were not shown on television
20. Vice President Lyndon B. Johnson first became President when _____ .
- a. he won the election
 - b. President Kennedy resigned
 - c. President Kennedy was assassinated



Use the list below to write the correct name of the person described on the line provided.

Dr. Martin Luther King, Jr.
Fidel Castro
Medgar Evers

Ho Chi Minh
Nikita Khrushchev

- _____ 21. Mississippi NAACP leader who was murdered
- _____ 22. Communist leader of North Vietnam
- _____ 23. announced that nuclear missiles would be removed from Cuba
- _____ 24. established a Communist government in Cuba
- _____ 25. talked about his dream for all Americans to be free and equal



Keys

Practice (p. 188)

1. G
2. C
3. H
4. E
5. A
6. F
7. D
8. B

Practice (pp. 189-190)

1. Communist
2. Bay of Pigs
3. anti-Castro
4. ransomed
5. Alliance for Progress
6. nuclear missile
7. Nikita Khrushchev
8. quarantine
9. Berlin Wall
10. Laos

Practice (p. 191)

1. True
2. False
3. True
4. False
5. False
6. True
7. False
8. True
9. False
10. True

Practice (p. 192)

1. c
2. b
3. c
4. a
5. b
6. a

Practice (p. 193)

The letters should be checked as follows:

1. a
2. b
3. a, b
4. a

Practice (pp. 194-195)

1. cosmonaut—Soviet space pilot
2. Shepard—first American astronaut in space
3. end separation of races
4. people of different races who rode buses to the South to protest segregation in bus stations
5. led nonviolent demonstrations to protest racism
6. people who gathered in Washington, D.C., on August 28, 1963, to pressure Congress to pass a new civil rights bill.
7. to murder

Practice (p. 196)

The letters should be checked as follows:

1. b
2. a, c
3. c
4. a, b
5. a, c

Practice (p. 197)

1. True
2. True
3. False
4. False
5. True
6. False
7. True



Keys

8. False
9. True
10. False

Practice (p. 198)

1. Fact
2. Opinion
3. Fact
4. Opinion
5. Fact
6. Opinion
7. Opinion
8. Fact

Practice (p. 199)

1. Bay of Pigs
2. anti-Castro
3. cosmonaut
4. naval quarantine
5. pro-Western
6. ransomed
7. freedom riders
8. Nuclear Test Ban Treaty
9. Central Intelligence Agency

Practice (p. 200)

1. H
2. C
3. F
4. E
5. B
6. I
7. G
8. D
9. A

Practice (pp. 201-202)

1. Answers will vary.
2. to stop communism from spreading; Answers will vary.
3. The United States did not want to start a war with the Soviet Union.
4. Answers will vary.
5. Answers will vary.

Unit Assessment (pp. 81-84TG)

1. E
2. D
3. I
4. F
5. H
6. G
7. C
8. B
9. A
10. J
11. b
12. a
13. c
14. a
15. c
16. b
17. c
18. a
19. b
20. c
21. Medger Evers
22. Ho Chi Minh
23. Nikita Khrushchev
24. Fidel Castro
25. Dr. Martin Luther King, Jr.



Unit 7: The Stormy Sixties (1963-1968)

This unit emphasizes the foreign and domestic issues of President Lyndon B. Johnson's administration, the war in Vietnam, and legislation passed to improve life for many Americans.

Unit Focus

- reasons Vice President Lyndon B. Johnson became President
- reasons Warren Commission was created to investigate President John F. Kennedy's assassination
- social, environmental, and economic legislation begun during administration of President Kennedy and passed during administration of President Lyndon B. Johnson
- reasons President Johnson won presidential election against Barry M. Goldwater
- social, economic, and political issues during President Johnson's administration
- reasons President Johnson did not run for reelection

Suggestions for Enrichment

1. Have students stage a debate on the desirability of having federal government legislate social welfare reform. Identify welfare reform specific programs. Identify specific programs and discuss the advantages and disadvantages of using legislation to end poverty, discrimination, or bad urban living conditions. Should these problems be left to private individuals to solve, or should the government take control?
2. In the 1960s, Presidents like Kennedy and Johnson believed government could and should fix society's problems. Some people agreed, others disagreed, and people still argue about it today. Discuss with students what they think and how they think government can help people best. What should the federal



government's role be in curing America's social ills? What should be left up to individual state governments? What should be left up to free enterprise, individual effort, and the market forces and why?

3. Ask students to trace the history of the civil rights movement from 1950 to 1970. Find out how and why the movement split into nonviolent and violent groups. Record names of people and organizations who supported each group. Report in writing, orally, or by constructing a bulletin board.
4. Assign a year from the 1960s (1963-1968) for groups of students to investigate the music, cultural attitudes, civil right, politics, lifestyles, etc., of that time. Have students select a song from their year and discuss its lyrics, write down their thoughts or feelings about the song, and create a record cover or CD cover for the song that reflects its meaning. Have students submit a reflection on their thoughts about the 1960s as a whole.
5. Ask students to research and list three notable African-American men and three notable African-American women who have made contributions in the following areas: abolition, civil rights, literature, sciences, arts and entertainment, sports, business, military, religion, and law. Describe their contributions, including key events in history when appropriate.
6. Have students research the lives of two important African Americans from the past or present (Men: Benjamin Banneker, 1731-1806, astronomer; Frederick Douglass, 1817-1895, abolitionist; George Washington Carver, 1861-1943, scientist; Booker T. Washington, 1856-1915, national leader; William E. B. DuBois, 1868-1963, NAACP co-founder; Paul Dunbar, 1872-1906, poet; Marcus Garvey, 1887-1940, African-American nationalist; Paul Robeson, 1898-1976, all-American football star and actor; A. Philip Randolph, 1889-1940, labor leader; Duke Ellington, 1899-1974, conductor, composer; Louis Armstrong, 1900-1971, band leader; Langston Hughes, 1902-1967, playwright; Dr. Ralph J. Bunche, 1904-1971, Nobel Prize winner; Adam Clayton Powell, 1908-1972, congressman; Thurgood Marshall, 1908-1993, Supreme Court Justice; Jesse Owens, 1913-1980, Olympic gold medalist; Jackie Robinson, 1919-1972, first African-American Major League baseball player; Whitney Young.



1921-1971, National Urban League; Malcolm X, 1925-1965, fighter for freedom; Dr. Martin Luther King, Jr., 1929-1968, civil rights leader; Willie Mays, 1931-, Baseball Hall of Fame; Muhammad Ali, 1942-, world champion boxer, Arthur Ashe, 1943-1993, International Tennis Hall of Fame. Women: Sojourner Truth, 1797-1883, freedom fighter; Frances W. Harper, 1825-1911, poet; Harriet Tubman, 1820-1813, "Black Moses"; Fanny M. Coppin, 1836-1913, educator; Susie King Taylor, 1848-1912, Civil War nurse; Ida B. Wells, 1862-1931, NAACP co-founder; Mary Church Terrell, 1863-1954, NAACP founder; Mary McLeod Bethune, 1875-1955, educator; Edith Sampson, 1901-1980, United Nations delegate; Marian Anderson, 1902-1993, opera star; Ellie Baker, 1903-1986, civil rights leader; Clara McBride Hale, 1905-1993, humanitarian; Mahalia Jackson, 1911-1972, gospel singer; Fannie Lou Hamer, 1917-1972, civil rights activist; Ella Fitzgerald, 1918-1996, "first lady of song"; Althea Gibson, 1927-1994, Wimbledon tennis champ; Shirley Chisholm, 1924-, first African-American congresswoman; Patricia Roberts Harris, 1924-1985, ambassador, cabinet member; Maya Angelou, 1928-, poet laureate; Wilma Rudolph, 1940-1994, Olympic gold medalist; Mae C. Jemison, 1956-, first African-America female astronaut.) Have the students present a short oral biographical monologue in the first person on one of the above figures. For their second choice, have the students create a poster. Have a competition to guess the identity of the characters being described based on the clues in the presentations.

7. Have students use the Internet to research biographical information and events in which specific African-American historical figures (Rosa Parks, Martin Luther King, Jr., Fannie Lou Hamer, Queen Nzinga, Harriet Tubman, Joseph Cinque, local figures) were involved. Ask students to develop an oral presentation about their individual using imagery. Have students sit in a circle and make their presentations. Afterwards, have students describe how they felt during the imagery presentation.
8. Ask students to write an editorial on why the American public should or should not celebrate Black History Month.
9. Have students discuss the following: What are the three most important priorities of the civil rights movement today and what is the best way to achieve them?



10. Have students conduct a survey of their parents to learn about the baby boom generation. Find out how new technology—especially television—influenced their attitudes and behavior. (Ask about some of the events they remember watching on television in the 1960s.)
11. Have students research the division between the antiwar protesters and those that supported the Vietnam War. Have them interview people who took either side. Ask students to present their findings to the class, and have students decide which position they would have taken in 1968.
12. Show a film about Vietnam. Have students discuss their feelings on the draft, the war, and the war's destruction of the environment.
13. Invite a Vietnam War veteran to class. Have him tell his views on the war and what it was like for him to return home.
14. Have students research the policy of containment adopted by the Truman administration and followed by subsequent United States Presidents. Have students determine how United States actions in the following situations followed that policy: intervention in Korea, support of Chinese Nationalist forces, and military and economic aid for French in Indochina.
15. Ask students to explain from the points of view of Presidents Eisenhower and Kennedy the importance of the Communist threat in Indochina in the 1950s and 1960s.
16. Have students discuss why the Nixon administration kept the Vietnam War going for four years even after it was clear that we had lost.
17. Have students discuss why the 1960s and 1970s saw a huge upsurge in student activism.
18. Ask students to prepare a written evaluation (not a persuasive essay taking only one side) of the following statement: What made United States involvement in Vietnam a tragedy was persistence in



mistaken efforts long past the point where irreversible damage to United States society and institutions had occurred, and not the initial intent to save South Vietnam from Communism.

19. Have students research why the Vietnamese Communists were motivated to fight so fiercely for their cause and why the United States underestimated their determination.
20. Have students research why the United States failed to defeat the Vietcong guerrillas and their North Vietnamese allies and failed to build a stable anti-Communist government in South Vietnam.
21. Ask students to evaluate any movies, videos, or television shows that have dramatized the Vietnam War.
22. Have a "60s" day. Dress in your favorite 1960s style. Ask students to bring the music of Elvis, the Beatles, Bob Dylan, Jimi Hendrix, etc. Discuss political statements found in the lyrics of some of the songs.
23. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Use the list below to complete the following statements.

24 th amendment	inflation
balanced budget	lone assassin
casualties	pigs
counterculture	Tet Offensive
Great Society	Watts

1. When the amount of money received is equal to the amount spent, there is a _____.
2. Soldiers killed or wounded in war are called _____.
3. The Warren Commission said a _____ had shot President Kennedy.
4. President Johnson called his social and economic programs the _____.
5. Antiwar protestors called the Chicago police _____.
6. When prices and spending are high, _____ occurs.
7. A riot by frustrated African Americans took place in _____.
8. The poll tax was made illegal by the _____.



9. Young people rebelled against their parents and joined the _____.
10. The _____ was a powerful attack by the North Vietnamese.

Circle the letter of the correct answer.

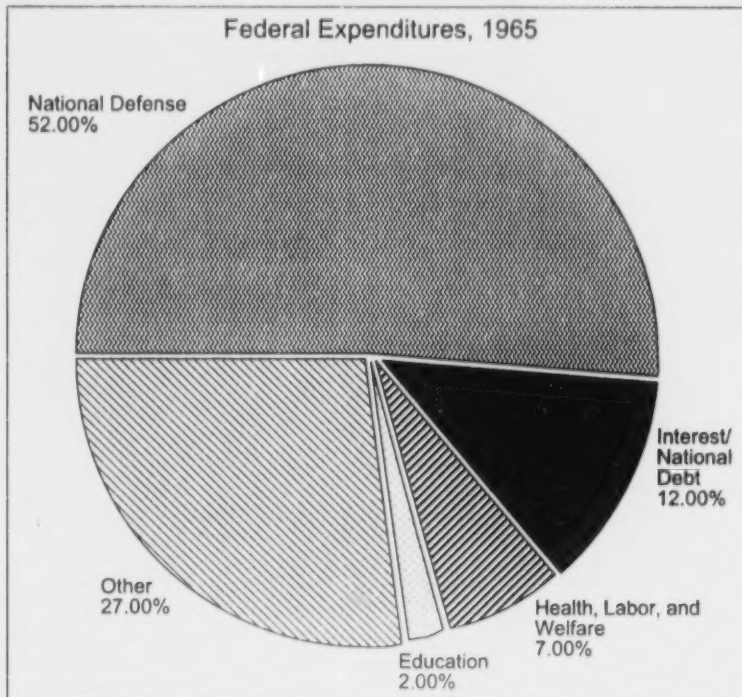
11. Lee Harvey Oswald was arrested for assassinating _____.
- a. Robert F. Kennedy
 - b. Martin Luther King, Jr.
 - c. John F. Kennedy
12. President Johnson was skilled at passing legislation because _____.
- a. Congress feared the President
 - b. he had served for over 30 years in Congress
 - c. he was a strong Vice President
13. As a result of the Civil Rights Act of 1964, _____.
- a. the voting rights of African Americans were protected
 - b. federal funds were used to segregate public facilities
 - c. money was given to the poor people in the Appalachian Mountains
14. The Medicare program provided _____.
- a. free hospitals for wealthy Americans
 - b. funds to pay for state hospitals
 - c. low-cost hospital insurance for people who are 65 or over
15. Followers of the New Left believed that _____.
- a. America was responsible for many of the world's problems
 - b. many Communists were heroes
 - c. both of the above



16. The civil rights movement split in urban areas when _____.
 - a. some African Americans began to support violent change
 - b. civil rights workers were murdered in Mississippi
 - c. the government refused to provide jobs training programs
17. The Gulf of Tonkin Resolution _____.
 - a. was a powerful attack by the North Vietnamese
 - b. gave the President the authority to fight in Vietnam
 - c. allowed Congress to declare war on North Vietnam
18. Robert F. Kennedy received strong support for his campaign for the presidency because he _____.
 - a. wanted to end the war in Vietnam
 - b. promised to send more American soldiers to Vietnam
 - c. believed the United States should fight communism in Vietnam
19. President Johnson decided not to run for reelection when _____.
 - a. Eugene McCarthy announced he would run against him
 - b. antiwar protestors and police fought at the Democratic Convention
 - c. he lost support because he continued the fighting in Vietnam
20. The Chicago Democratic Convention took place while _____.
 - a. African Americans rioted in urban areas of the United States
 - b. police and antiwar protestors fought outside
 - c. poor people and people who were elderly protested against government programs



Use the pie graph to circle the letter of the correct answer.



21. According to the graph, government spent the most money on _____.
- a. national defense
 - b. Social Security
 - c. interest on the national debt
22. The graph indicates that the least amount was spent on _____.
- a. education
 - b. national defense
 - c. Social Security
23. Compared to health, labor, and welfare, government spending on interest on the national debt was _____.
- a. almost twice as much
 - b. less than half as much
 - c. about the same



24. Five percent of government spending was for aid to the poor.
- a. true
 - b. false
 - c. cannot tell
25. National defense represents over _____.
- a. one-half of government spending
 - b. one-fourth of government spending
 - c. three-fourths of government spending



Keys

Practice (pp. 220-221)

1. Lee Harvey Oswald
2. He was also assassinated.
3. He shot Oswald.
4. Television gave 24-hour coverage to events following Kennedy's death.
5. It investigated Kennedy's assassination.
6. Only one man shot the president.
7. That more than one man shot Kennedy.
8. President Johnson was very skilled at passing legislation and persuaded them to pass Kennedy's legislation.
9. He had been in the House and Senate for more than 30 years before becoming Vice President.

Practice (p. 222)

1. a. Yes
b. No
c. Yes
2. a. Yes
b. Yes
c. No
3. a. Yes
b. No
c. Yes
d. Yes
4. a. Yes
b. Yes
c. No
d. Yes

Practice (p. 223)

1. E
2. B
3. A
4. F
5. H
6. C
7. I
8. D
9. G

Practice (pp. 224-225)

1. a
2. b
3. c
4. c
5. b
6. b

Practice (pp. 226-227)

1. Voting Rights Act of 1965
2. white backlash
3. baby boom
4. hippies; counterculture
5. Students for a Democratic Society
6. New Left
7. antiwar protesters
8. casualties
9. pigs

Practice (p. 228)

1. They were badly treated: beaten, homes burned, murdered.
2. He sent federal troops to protect them.
3. African-American voter registration increased 50 percent.
4. Methods for change: violent vs. nonviolent
5. Los Angeles, CA; Newark, NJ; and Detroit, MI

Practice (p. 229)

1. a
2. c
3. a
4. a
5. c

Practice (p. 230)

Correct answers will be determined by the teacher.



Keys

Practice (p. 231)

1. inflation
2. Medicare
3. casualties
4. Great Society
5. poll tax
6. Tet Offensive
7. Voting Rights Act of 1965
8. white backlash
9. hippies
10. affluent

21. a
22. a
23. a
24. c
25. a

Practice (p. 232)

1. D
2. C
3. G
4. I
5. F
6. A
7. E
8. H
9. J
10. B

Unit Assessment (pp. 93-97TG)

1. balanced budget
2. casualties
3. lone assassin
4. Great Society
5. pigs
6. inflation
7. Watts
8. 24th Amendment
9. counterculture
10. Tet Offensive
11. c
12. b
13. a
14. c
15. c
16. a
17. b
18. a
19. c
20. b



Unit 8: America in Turmoil (1968-1976)

This unit emphasizes the many internal troubles and conflicts of the two terms of President Richard M. Nixon, the end of the Vietnam War, and the easing of Cold War tensions.

Unit Focus

- reasons President Richard M. Nixon was elected President on a platform of law and order
- social, political, economic, and technological events during the two administrations of President Nixon
- major events of Watergate investigation and reasons for resignation of President Nixon
- reasons Gerald R. Ford became President
- foreign problems during administration of President Ford
- reasons Jimmy Carter defeated Ford to become President

Suggestions for Enrichment

1. Invite a lawyer to come to class to discuss any of the first six amendments to the Constitution. Have him or her discuss the status of civil rights based on recent Supreme Court decisions.
2. Discuss what freedom of speech means, what cannot be done in the name of freedom of speech, and what symbolic freedom of speech means. Assign groups to research some of the following cases: *Smith v. Coguen* (1975); *Halter v. Nebraska* (1970); *Breen v. Kahl* (1969); *Cohen v. California* (1971); *United States v. Daniel O'Brien* (1968), *Tinker v. Des Moines School District* (1969); *Wooly v. Maynard* (1977). Have groups tell what was happening in the year of their case and in the United States that may have influenced the Supreme Court to rule as they did. Next have students describe the court case without telling the outcome. Have students discuss the case and vote for or against the defendant. Then ask the group representing the case to tell the outcome and reasons for the outcome.



3. Discuss the following situations related to symbolic freedom of speech listed below.
 - A student has taken an American flag and sewn a piece of it to a jeans jacket. The school has expelled the student for defacing the American flag. Is the student guilty or innocent? Why?
 - A religious group wants to ban the sale of all magazines with sexually explicit material. If this group is successful, the magazines would not be sold at all within the city. Does this group have the legal right to do this? Why or why not?
 - Tomorrow, the school will expel any student wearing a T-shirt depicting a beer or alcohol theme. Convince the school that they might be in violation of freedom of speech.
4. Make four or five primary source documents on a relevant topic available to each student through the Library of Congress American Memory Web site at <http://www.loc.gov/>, or have students locate primary source documents related to a historical event and create a visual display or poster of the event. Ask students to summarize what the document says or what the photo shows and respond to the following: What is the historical significance of this document to the United States and to the world as a whole? How does the author's style reflect the period of history? What does the photo tell about the event and the photographer's perception of the event? Why should the document or photo be preserved in its original form? What aspect or piece of history might be lost if this document or photo were misplaced or only available through secondary or tertiary accounts?
5. Show the film *All the President's Men*. Discuss Watergate. Did President Nixon make the right decision when he resigned rather than face impeachment? Should President Ford have pardoned Nixon, as he did?



6. Have students draw a timeline on poster board of events in the Watergate affair from the break-in discovered on June 17, 1972 through the cover-up, investigation, and the prosecution, ending with the resignation of President Nixon on August 8, 1974 and President Ford's pardon of the former President on September 8, 1974.
7. Play the song "Where Have All the Flowers Gone?" and ask students to describe who or what the flowers are; what the lyrics are asking us to recall; and why the songwriter used flowers as a metaphor.
8. Have students work in groups to describe and analyze the role that one of the following groups or constituencies played in the Watergate crisis: the press, the judiciary, the party organizations, the Congress, and the Special Prosecutor's office. Ask students to use each segment of the timeline created in suggestion number six to describe the ways a particular constituency took part in the events, the constituency's purposes and goals, and the other groups or constituencies with which their constituency were involved. Have student design a flow chart of these interactions, using an array of well-defined geometric shapes to represent the five major constituencies and different kinds of lines (e.g., solid, dotted, dashed) to represent different kinds of interactions among the groups.

Have groups display their charts. Discuss how their charts clarify the following statement: In the exposure, investigation, and prosecution of the Watergate break-in and cover-up, the Congress, the judiciary, and the prosecutors carried out their constitutionally mandated roles and the press performed the vital watchdog function envisioned by the founders of the American republic.

9. Have students collect information from newspapers, magazines, and other printed media over the past 20 years that provide evidence for the following.
 - There was a reversal of the trend toward concentrating power and initiative in the presidency.



- The public developed a growing suspicion of government as a corrupt and dishonest entity hostile to the people.
 - The press became ever more aggressive in its scrutiny of government officials and the political process.
10. Have students build a model showing the landing of the first successful lunar module. Label the parts of the module and explain how each worked.
 11. Have students interview people who remember the first moon walk. Have them record their reactions and write a report on the results of their interview.
 12. Ask students to find out more about American dependence on foreign oil. Have them make a map or chart showing how much oil we use, where it comes from, and how much it costs. Discuss energy conservation or conduct a school-wide energy conservation assignment.
 13. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|--|---------------------------|
| _____ 1. act of forgiving someone | A. 26th Amendment |
| _____ 2. to accuse a high official of a crime | B. <i>Apollo 11</i> |
| _____ 3. organization of oil-producing countries | C. détente |
| _____ 4. spacecraft that carried the first American astronauts to the moon | D. dirty tricks |
| _____ 5. newspaper that exposed the break-in of Democratic headquarters | E. impeach |
| _____ 6. Strategic Arms Limitation Treaty | F. OPEC |
| _____ 7. an easing of Cold War tensions | G. pardon |
| _____ 8. secret and illegal acts against the Democrats | H. SALT |
| _____ 9. building where Democratic headquarters were located | I. <i>Washington Post</i> |
| _____ 10. lowered voting age to 18 | J. Watergate |



Circle the letter of the correct answer.

11. The Supreme Court was criticized for its decision that _____.
 - a. limited the civil rights of people accused of a crime
 - b. segregated public schools and public facilities
 - c. outlawed prayer in the public school classrooms
12. President Nixon surprised Americans when he met with the Soviet Communist leader named _____.
 - a. Leonid Brezhnev
 - b. Mao Zedong
 - c. Nikita Khrushchev
13. President Nixon planned to end the Vietnam War by _____.
 - a. surrendering to the North Vietnamese forces
 - b. halting all bombing of South Vietnam
 - c. turning the fighting over to the South Vietnamese
14. When the Vietnam War ended in 1973, _____.
 - a. the South Vietnamese overran all of Vietnam
 - b. the North Vietnamese took over South Vietnam
 - c. Vietnam was divided between North and South Vietnam
15. The Vice President who resigned when he was accused of crimes was _____.
 - a. Spiro Agnew
 - b. Gerald Ford
 - c. Nelson Rockefeller
16. The final evidence that President Nixon had committed crimes came from _____.
 - a. a newspaper report about the Watergate burglary
 - b. rumors by the Committee to Reelect the President
 - c. tape recordings of his conversations at the White House



17. President Nixon resigned so that he would not be _____.
a. impeached
b. pardoned
c. fired
18. President Nixon was accused of all of the following except _____.
a. obstructing, or preventing justice
b. losing the war in Vietnam
c. abuse of presidential powers
19. _____ served as both Vice President and President without being elected.
a. Nelson Rockefeller
b. Richard Nixon
c. Gerald Ford
20. OPEC's decisions affected the United States economy by _____.
a. creating an energy shortage
b. causing inflation to rise
c. all of the above

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 21. A public school student may read the Bible during classes.
- _____ 22. If an accused person cannot afford a lawyer, the courts will provide one for him or her.
- _____ 23. An accused person can demand that his or her lawyer be present during questioning by the police.
- _____ 24. The President of the United States can be impeached.
- _____ 25. Jerry Jones, age 18, was too young to vote in the election of 1976.



Keys

Practice (p. 244)

1. Disagree
2. Agree
3. Agree
4. Disagree
5. Agree
6. Agree

Practice (p. 245)

Answers will vary.

Practice (pp. 246-247)

1. Answers will vary.
2. Defendants have the right to legal counsel if they cannot afford to pay a private lawyer. (6th Amendment); Police must inform an accused person of his right to remain silent. The accused has the right to have a lawyer present when questioned by police. (5th Amendment) Answers will vary but should include the following:
3. a good defense requires a qualified lawyer; anything a person says may be used in court.
4. They were said to have weakened religious faith in young people.
5. Answers will vary.
6. That the justice would uphold traditional American values about law and order; that criminals would be properly punished. It could be inferred that Burger would not support desegregation and would uphold religious observances in public places. In short, Burger would stand for old American values like belief in law and order.

Practice (pp. 248-249)

1. first man to set foot on the moon
2. one of the three astronauts on the mission, also walked on the moon
3. pilot of the spacecraft
4. name of the spacecraft
5. lunar module which carried astronauts from space to moon

Practice (p. 250)

Answers will vary.

Practice (pp. 251-252)

1. Gradually turn the fighting forces over to South Vietnamese and withdraw American forces.
2. Antiwar protesters and students learned that Nixon had secretly bombed Cambodia, a neutral country adjoining Vietnam.
3. Congress tried to limit the President's power to make war. (Recall the Gulf of Tonkin Resolution.)
4. He stepped up the bombing in hopes North Vietnam would stop fighting.
5. North Vietnam and the United States agreed to a cease-fire.
6. Answers should include the three of the following: political unrest in the United States; nearly 50,000 soldiers died; 1,200 missing in action; the United States withdrew, and North Vietnam occupied South Vietnam; the United States was no longer fighting in Vietnam; the Vietnam conflict was looked on by some as America's first defeat.



Keys

Practice (p. 253)

1. c
2. a
3. c
4. b

Practice (p. 254)

The letters should be checked as follows:

1. b
2. a, b
3. b
4. a, b
5. b
6. a
7. b

Practice (p. 255)

1. C
2. E
3. B
4. A
5. D

Practice (p. 256)

1. obstruction of justice; abuse of presidential powers; failure to answer questions for the House of Representatives
2. Tapes of his discussions were uncovered.
3. August 9, 1974
4. about 6 years

Practice (pp. 257-258)

1. He was elected.
2. He was appointed.
3. Nixon resigned.
4. He was appointed.

5. Neither the President nor Vice President had been elected by the people.
6. Organization of Petroleum Exporting Countries
7. reduced the production of oil and raised prices
8. caused oil shortage; increased inflation

Practice (p. 259)

1. c
2. b
3. b
4. c

Practice (p. 260)

The letters should be checked as follows:

1. a
2. b
3. a
4. a
5. b
6. b

Practice (p. 261)

1. H
2. J
3. D
4. A
5. G
6. I
7. C
8. B
9. F
10. E



Keys

Unit Assessment (pp. 105-107TG)

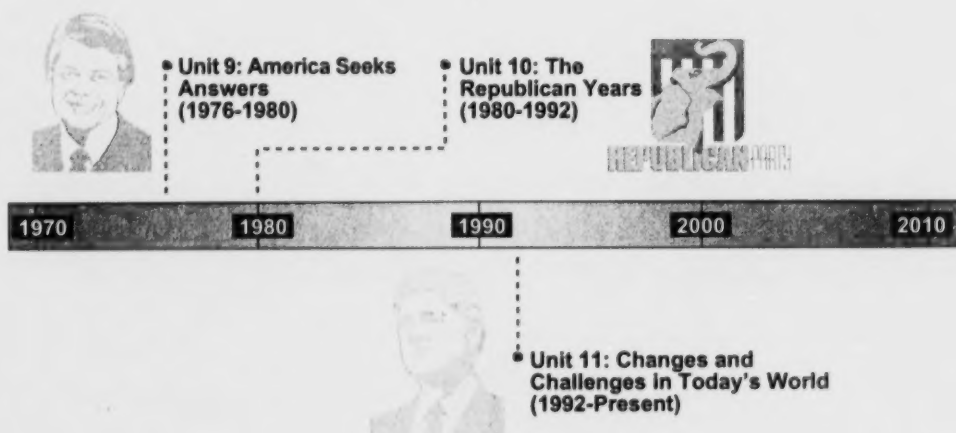
1. G
2. E
3. F
4. B
5. I
6. H
7. C
8. D
9. J
10. A
11. c
12. a
13. c
14. b
15. a
16. c
17. a
18. b
19. c
20. c
21. False
22. True
23. True
24. True
25. False

Section 3: An Ever-Changing America (1976-Present)

Unit 9: America Seeks Answers (1976-1980)

Unit 10: The Republican Years (1980-1992)

**Unit 11: Changes and Challenges in Today's World
(1992-Present)**





Unit 9: America Seeks Answers (1976-1980)

This unit emphasizes the social and environmental issues of the 1970s and the foreign and domestic issues of President James Earl "Jimmy" Carter's term in office.

Unit Focus

- social and environmental movements of 1970s
- changes in American values
- social, political, economic, and environmental problems during administration of President James Earl "Jimmy" Carter
- reasons President Carter was defeated by Ronald Reagan in presidential election

Suggestions for Enrichment

1. Obtain a copy of the Equal Rights Amendment (ERA). Divide the class into groups to debate the amendment. Determine whether the class would support or oppose such an amendment today. Have students write a letter to their legislator expressing their opinion.
2. Have students research individual leaders in the women's movement in the United States and report on how she helped improve the status of women in society (e.g., Lucretia Mott, 1793-1880; Sojourner Truth, 1797-1883; Dorothea Dix, 1802-1887; Margaret Fuller, 1810-1850; Elizabeth Cady Stanton, 1815-1902; Lucy Stone, 1818-1893; Susan B. Anthony, 1820-1906; Harriet Tubman, 1820-1913; Carrie Chapman Catt, 1859-1947; Nellie Ross, 1876-1977; Lucy Burns, 1879-1966; Jeannette Rankin, 1880-1973; Frances Perkins, 1882-1965; Margaret Sanger, 1883-1966; Alice Paul, 1885-1997; Shirley Chisholm, 1924-; Gloria Steinem, 1934-; Naomi Wolf, 1962-).
3. Women have made gains in 20th century industrialized countries. Ask students to list questions that they would ask women in other countries about women's roles in that society and what predictions they would make about the future of women in that country.



4. Have students make a chart with examples of changes or improvements as these relate to women's changing status in 20th century society in political status, interests, education, legislation, expectations, and in the workplace.
5. Have students locate and compare the Bill of Rights for Modern Women (first delivered in 1967 at the first conference of the National Organization for Women) with the Seneca Falls Declaration of 1848 (Declaration of Sentiments). Ask student to answer the following: What does The Bill of Rights for Modern Women reveal about the nature of the modern women's movement and to what extent have the major goals been realized in the 20th century? Many leaders of the Seneca Falls Convention were also involved with the anti-slavery movement. What connections do you see between abolition and women's suffrage?
6. Have students poll other students about the following topics: interest in attaining leadership positions; interest in running for political office; interest in pursuing traditionally male or female lines of work; interest in traditionally male or female hobbies. Have students analyze differences among male and female responses. Ask students to conduct follow-up interviews to examine reasons behind responses.
7. Have students contact Amnesty International or have a guest from that organization speak to the class on the status of human rights in the world today. Have students write a letter to the President based on their findings.
8. Prepare a map of the Middle East. Use symbols to indicate which countries are rich from oil and which have none. Have students find out living conditions in both groups. Have them defend the position that the wealthy countries should (or should not) have to share with the poor.
9. Have student research the various histories, governments, economies, and cultural forces in Middle Eastern countries that make this area so politically, economically, and socially volatile.



10. Have students research the Iranian Islamic Revolution and the hostage crisis of 1979. Ask them to obtain current opinions about the event.
11. Have students research the 1972 international treaty banning germ warfare: What was the name of the treaty? Who signed the treaty? Who did not? How did Iran ratify this treaty?
12. Have students research the history of post-World War II Iran; the political, economic, social, and cultural changes that have occurred there; and how have these changes affected Iran today.
13. Have students create a timeline of United States involvement in Iraq from March 1991 to present.
14. Have students research events in Iraq in the past 30 years and their effect on the United States: the Arab-Israeli Six-Day War (1967); fighting between the Iraqi government and Kurdish nationalists in northern Iraq (1975); Iraqi invasions of Kuwait and the Gulf War (1990s); the rule of the Shah of Iran; the oil crisis in the 1970s; the Iran hostage crisis.
15. Have students research the Islamic festival of Ramadan and the practices and beliefs connected with this holy time in the Muslim calendar.
16. Have students research what is being done in their community to conserve energy and to preserve the environment. Have them develop a plan to help in these areas. (Documents from the Department of Energy or Environmental Protection Agency may be a good resource.)
17. Have students compile a list of essential resources used in the United States. Have them note whether or not these resources are controlled by other countries and what the United States would do if these resources were cut off or depleted.
18. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Use the list below to write the correct term for each definitions on the line provided.

affirmative action	inflation
bicentennial	Muslim
Carter Doctrine	open administration
Equal Rights Amendment	Persian Gulf
feminists	recession
hostage	Silent Spring

- _____ 1. a person held until certain conditions are met
- _____ 2. oil-rich region in the Middle East
- _____ 3. states that the United States would use force to protect human rights
- _____ 4. women who organized to improve their status
- _____ 5. something that occurs only once every 200 years
- _____ 6. a person who practices the religion of Islam
- _____ 7. programs designed to improve education and employment for minority Americans
- _____ 8. a period when the economy is in a downturn
- _____ 9. a rise in prices caused by increased demand and spending
- _____ 10. law that would improve women's rights



- _____ 11. an attempt by the President to keep in touch with the American people
- _____ 12. a book by Rachel Carson that alerted Americans to environmental problems

Circle the letter of the correct answer.

13. _____ was evidence that the Cold War Era was ending in 1970s.
- a. The Soviet Union's invasion of Afghanistan
 - b. The United States' promise to protect the Persian Gulf
 - c. A period of good relations between the United States and Soviet Union
14. Public schools were desegregated by _____.
- a. busing students across towns
 - b. the Equal Rights Amendment
 - c. providing free transportation for students
15. Goals of the National Organization for Women included all of the following except _____.
- a. ending discrimination against women
 - b. improving pay and job opportunities for women
 - c. moving poor women from overcrowded city slums
16. President Carter was criticized for _____.
- a. trying to promote human rights in foreign countries
 - b. returning the Panama Canal to Panama
 - c. all of the above
17. The Camp David Accords were a peace treaty between _____.
- a. the United States and Iran
 - b. Egypt and Israel
 - c. Afghanistan and the Soviet Union



18. Many older Americans feared that traditional American values had been lost as a result of _____ .
- a. the rapid growth of urban areas
 - b. the social revolution of the 1960s
 - c. the large increase in Asian and Hispanic immigrants
19. An increase in both oil prices and government spending caused _____ .
- a. jobs to open to minorities and women
 - b. the economy to improve
 - c. a large increase in consumer prices
20. The leader of the Muslim revolution in Iran was _____ .
- a. the Ayatollah Khomeini
 - b. the Shah of Iran
 - c. President Anwar Sadat
21. When President Carter allowed the Shah of Iran to enter the United States, angry Iranian revolutionaries _____ .
- a. seized 53 American hostages
 - b. tried to rescue the American hostages
 - c. killed several American hostages
22. The Carter Doctrine was intended to _____ .
- a. end the war between Iran and Iraq
 - b. restore good relations with Iran
 - c. protect the oil-rich Persian Gulf region



*Classify the following statements. Write **G** for geography, **E** for economic, **P** for political, and **S** for social.*

- _____ 23. Iran and Iraq are located in the Persian Gulf region.
- _____ 24. Religion was important to Americans in the 1970s.
- _____ 25. The government of Iran was overthrown by revolutionaries.
- _____ 26. The consumer price index was extremely high by 1980.
- _____ 27. Congress ratified the treaties between the United States and Panama.



Keys

Practice (p. 276)

1. b
2. a
3. c
4. b
5. a

Practice (p. 277)

1. E
2. D
3. A
4. B
5. C

Practice (p. 278)

1. She is a feminist who organized NOW to gain fair opportunities for women.
2. Her book *Silent Spring* warned about environmental problems.
3. He was the President of Egypt who signed a peace treaty with Israel in 1979.
4. He was a Muslim leader in Iran who led a revolution to overthrow the government of the Shah.
5. He was prime minister of Israel who signed a peace treaty with Egypt in 1979.
6. He was a former governor of California who defeated Carter to become President of the United States.

Practice (p. 279)

1. E
2. A
3. B
4. C
5. D

Practice (pp. 280-281)

1. They feared the values the country had been built on were being lost.
2. limit nuclear weapons
3. Everyone will have an equal chance to succeed.
4. Answers will vary but may include the following: to help minorities attend school; get jobs.
5. Lower pay; some professions closed to them.

Practice (p. 282)

Answers may vary but may include the following:

1. Congress passed the Water Pollution Control Act.
Federal government created the DOE.
Federal government created the EPA.
Congress passed the Clean Air Act.
2. Controversial subjects were discussed openly.
Easy divorce laws resulted in many single-parent families.
Religious services began showing a decline in attendance.

Practice (pp. 283-284)

1. b
2. a
3. c
4. c
5. b
6. a
7. c

Practice (pp. 285-286)

1. Period when the economy is not performing well; a downturn in business.
2. Period when prices and cost of living are rising.



Keys

3. Effort to reduce the amount of energy used.
4. Area in Middle East with large reserves of oil.
5. United States would use force to protect the Persian Gulf region.

Practice (p. 287)

1. Unemployment goes up.
2. Government spending puts more money into the economy, thus causing inflation.
3. Oil prices rose, increasing inflation.
4. Carter was concerned about the amount and kinds of energy used. He wanted to conserve energy and look for alternate sources.

Practice (p. 288)

1. a, b
2. b, c
3. b
4. c
5. c

Practice (pp. 289-290)

1. a
2. b
3. c
4. b
5. c

Practice (pp. 291-292)

1. The end of the Vietnam war caused decreased government spending.
2. United States was in a recession; not much spending.
3. OPEC raised oil prices; caused prices to rise.
4. Iran cut off oil supplies to U.S.; caused shortages and high prices.

5. Answers will vary but may include the following: The Persian Gulf region was a major oil source for the United States. Fighting in the region interrupted oil supplies.
6. Answers will vary but may include the following: Carter wanted to protect oil supplies to United States. Feared Soviets would gain access to supplies. Feared Iran-Iraq war would interrupt supplies.

Practice (p. 293)

1. feminists
2. bicentennial
3. Islam
4. conservation
5. affirmative action
6. hostage
7. recession
8. Carter Doctrine

Practice (p. 294)

1. H
2. B
3. G
4. E
5. F
6. D
7. A
8. C

Unit Assessment (pp. 119-122TG)

1. hostage
2. Persian Gulf
3. Carter Doctrine
4. feminists
5. bicentennial
6. Muslim
7. affirmative action
8. recession
9. inflation
10. Equal Rights Amendment
11. open administration



Keys

12. *Silent Spring*
13. c
14. a
15. c
16. c
17. b
18. b
19. c
20. a
21. a
22. c
23. G
24. S
25. P
26. E
27. P



Unit 10: The Republican Years (1980-1992)

This unit emphasizes the Republican presidential terms of Ronald Reagan and George H. Bush and the social, political, and economic concerns of the 1980s.

Unit Focus

- reasons Ronald Reagan was elected President
- domestic and foreign policy issues during two administrations of President Reagan
- reasons Vice President George H. Bush was elected President
- domestic and foreign policy issues during administration of President Bush
- reasons President Bush was defeated by William Jefferson "Bill" Clinton after one term

Suggestions for Enrichment

1. Have students draw a poster which shows the Star Wars weapon system. Find out about the costs and benefits.
2. Have students refer to news magazines in the reference section. Find articles about the following: the invasion of Grenada, the air strike on Libya, the invasion of Panama, or Desert Storm. Have students write papers stating their position on whether or not the battle was justified and why.
3. Invite a Desert Storm veteran to class to discuss the war.
4. Ask students to conduct research to learn more about deregulation of airlines or banking institutions. How has deregulation affected his or her family's life?
5. Have students relate the past to the present by tracing main events of the Cold War on a bulletin board. Or have them keep a news journal describing events in Eastern Europe and the new relationship between the United States and the Commonwealth of Independent States.



6. Have students prepare a series of montages on the contributions of presidents since 1945. Give the political party affiliation and their final vote count, if possible.
7. Have students research issues such as AIDS, homelessness, national debt, or some other current topic and present their findings orally or in writing.
8. Ask students to develop a survey about presidential candidates in the next election. Interview people age 18 or over. Have students report their findings to the class.
9. Have student examine popular magazines from the 1920s through the 1980s and analyze and report on advertisements in each magazine. Discuss the following: In each decade, how were women portrayed? Were they in work roles? What kind? What sex role stereotypes were reinforced in the advertising? Were any of the stereotypes challenged? How were cigarettes promoted? What proportion of smokers depicted in the ads were women? What age did the smokers appear to be? What appeals did the advertiser employ in their ads—status; security, sex appeal, patriotism, celebrity testimonials? How were minorities depicted in the advertisements? How many? In what roles? For what products?
10. Ask students to analyze and critique news articles and media news using comparison and contrast.
11. Have students use the Ecola site on the Internet (<http://www.ecola.com/>) to link to English-language newspapers worldwide and compare newspaper coverage of the same current event in different cities, states, and/or countries.
12. Have students answer who, what, where, when, why, and how concerning an article from a current newspaper. Then have students use their answers to rewrite the article from another viewpoint. Challenge students to find follow-up articles.
13. Have one student stand up and start a debate or discussion. The student can outline an opinion or write it on the board. Then select the next person to speak or write until all students have had a chance.



14. Have students examine a current political cartoon to assess the meaning of the cartoon. Who is being lampooned? What point is it making? Is it funny? Why or why not? Then have students critique political cartoons from another era.
15. Have students create a detailed timeline of the history of Palestine. Assign specific time periods and have students create posters. Display posters chronologically.
16. Have students research the role of the United States in peace talks between Israel and Palestine, why and how the United States has intervened, and what the results have been of these peace talks.
17. Ask students to discuss what they think Martin Luther King, Jr. would think about the tactics used by both Palestinians and Israelis.
18. Have student write a biography about a world leader who has been instrumental in relations between Arabs and Israelis in the past or present.
19. Have students research the roots of the Arabic and Hebrew languages and compare the similarities between the two.
20. Have students research the cultural histories of the Palestinian and Israeli peoples. What fundamental differences exist between those cultures? What similarities exist between the two cultures?
21. Have students locate Web sites of organizations that are sympathetic to either Israeli or Arab and Palestinian views. Ask students to detail how these Web sites present historical information differently.
22. Have students work in groups to create a government brochure on a specific Middle Eastern area for United States diplomats. The brochure should cover political systems: current leaders, military; educational levels: languages; gross national product (GNP): economics, trading partners; geography: transportation; brief history: focus in country; religion: customs, cultural patterns; women's roles; social and political conditions today; foreign policy: focus on how the present government gets along with the United States; health conditions and issues.



23. Organize the class into groups to take on the roles of representatives from Israel, Jordan, and Syria. Suggest that the most valuable resource in the Middle East in the coming years may be water. Have students use the Internet and other resources to record the following information about each country's: highlands, plains, bodies of fresh water, sources of largest rivers, climate, and rainfall patterns.

As a group, have students discuss sources of water in the region; how physical geography limits water resources; and why political geography makes regional cooperation over water necessary. Ask students to record information about each country's population, including population doubling time at current rate and population percent in rural and urban areas; gross domestic product (GDP); and annual withdrawal of water. Have students respond to questions concerning each country's primary uses of water; reasons for population growth; why each country is a heavy or light user of water; and how a decrease in water supplies might affect each country's standard of living.

Now have students outline the main reason each country needs water and why the country is at odds with its neighbors. Then as a group discuss possible ways to resolve water problems and formulate a plan. Extend the method of investigation to explore water-saving techniques being developed in the Middle East, including drip irrigation and the recycling of treated wastewater for irrigation; and water problems shared by Turkey, Syria, and Iraq.

24. Have students generate a list of categories universal to all cultures. Ask students to create a chart from the list. Ask students to use the Internet and other sources to gather and record information on the chart about countries in the Middle East. Have students respond to the following questions: Which universals seem to have the greatest impact on the conflict of the Middle East? Allow students to present the information. Then ask students to establish criteria to address the most challenging problems facing the countries of the Middle East and create a potential solution to the enduring conflict in the region.



25. Have student research historical figures or contemporary political and/or social leaders in one or more of the Central American countries and create a multimedia presentation.
26. Using a newsroom format, have students create a current-event presentation on one or more countries in Central America.
27. Discuss historical events shaping Russia's current economic picture (e.g., the collapse of the communist-based Soviet republic, the rapid conversion to a capitalistic, free market-based economy). Have students speculate about the future of the Russian economy.
28. On a world map, have students identify the countries that border Russia or Iran. Ask students to investigate the relationships between these bordering countries.
29. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Use the list below to complete the following statements.

AIDS
Contras
deregulated
Desert Storm

glasnost
mergers
national debt

private enterprise
Rainbow Coalition
Star Wars

1. A deadly disease called _____ is spreading.
2. President Reagan _____ the airlines and some banks.
3. President Reagan wanted a new weapons system called _____ to be placed in outer space to defend the United States.
4. In the war called _____, the United Nations freed Kuwait.
5. The Soviet Union was attempting a new openness, or _____.
6. The _____ were a rebel group that fought against the Communist government in Nicaragua.
7. Jesse Jackson's followers were known as the _____.
8. The _____, or the money government owes, increased during the 1980s.



9. Large businesses bought out smaller ones in _____.

10. Under _____, factories and farms are owned by private businesses.

Circle the letter of the correct answer.

11. President Reagan's economic plan called for _____.
- a. increased government spending on programs for the poor
 - b. government regulation of private businesses
 - c. cutting personal and corporate income taxes
12. Under President Reagan, federal lands were _____.
- a. leased to private businesses to search for gas and oil
 - b. set aside as special wilderness areas
 - c. sold to raise money to pay the national debt
13. It was evident that the Cold War had not ended when _____.
- a. the Berlin Wall was torn down in East Germany
 - b. the United States decided to install new missiles in Europe
 - c. the United States and Soviet Union agreed to arms controls
14. Terrorists attacked and killed United States Marines in _____.
- a. Kuwait
 - b. Iraq
 - c. Lebanon
15. The United States invaded Panama because _____.
- a. there was a threat of a Communist takeover
 - b. the government was corrupt
 - c. they were supporting terrorist attacks in the Middle East



16. The United States promised to assist the Soviet Union provided they _____ .
- a. carry out democratic reforms
 - b. prevent democratic revolutions in Eastern Europe
 - c. stop shipping illegal drugs to the United States
17. The president of Iraq who invaded Kuwait was _____ .
- a. Manuel Noriega
 - b. Saddam Hussein
 - c. Mohamar Khadaffi
18. The United States experienced several economic problems as a result of _____ .
- a. growing unemployment
 - b. the collapse of many banking institutions
 - c. all of the above
19. According to voting results in the United States, President Reagan _____ .
- a. received little support in the elections
 - b. was very popular with American voters
 - c. was the only Republican to hold office in 20 years
20. By 1990 relations between the United States and the Soviet Union indicated _____ .
- a. there was a new Cold War
 - b. there was a new arms race
 - c. the Cold War had ended
21. Relations with the Soviet Union began to improve after _____ became Communist Party leader in 1985.
- a. Saddam Hussein
 - b. George Bush
 - c. Mikhail Gorbachev



22. Glasnost is a Russian term meaning _____.
- a. economy
 - b. openness
 - c. peace
23. Staff of the Reagan administration illegally sold weapons to Iran and used the money to aid the _____ in Nicaragua.
- a. Contras
 - b. Congress
 - c. marines

Circle the letter of the correct fact that supports each statement.

24. President Reagan was opposed to détente.
- a. He feared Soviet expansion.
 - b. He agreed to reduce United States forces in Europe.
25. The United States fought against terrorism in the Middle East.
- a. Several Americans were taken hostage in Grenada.
 - b. The United States military attacked Libya.
26. Between 1970 and 1990, Democrats had little success in electing a President.
- a. Jimmy Carter was the only Democratic president in that period.
 - b. Geraldine Ferraro was the Democratic candidate for Vice President.
27. The United States supported anti-Communists in Latin America.
- a. El Salvador and Nicaragua are located north of the equator.
 - b. The president sent aid to the pro-Western government of El Salvador.
28. Countries of Eastern Europe turned away from communism.
- a. Democratic revolutions weakened Communist control.
 - b. The Berlin Wall was built in 1961.



Keys

Practice (pp. 312-313)

1. industries and farms owned by private businesses
2. to end the regulation or control of something
3. join together; as when one business buys another
4. a new weapons system placed in outer space to defend the United States
5. Russian term meaning "openness"
6. contagious disease which lessens the body's ability to fight off disease
7. short-range ballistic mobile missiles used by Iraq during Desert Storm
8. name given to conflict in Persian Gulf region after Iraq invaded Kuwait; United Nations' forces formed a coalition to free Kuwait

Practice (pp. 314-315)

1. It cut federal spending.
It cut personal and corporate taxes.
It increased military spending.
2. Inflation came down.
Unemployment reached the highest levels since the Great Depression.
The national, or government, debt increased.
3. He leased federal lands to private businesses.
4. airlines and banks
5. Environmentalists disagreed with his progress; they believed industry would damage the environment.

Practice (p. 316)

The letters should be checked as follows:

1. a, b
2. b, c

3. c
4. a

Practice (p. 317)

1. oil
2. war
3. Terrorists
4. released
5. Libya
6. Libya's
7. Nicaragua
8. El Salvador
9. Nicaragua
10. Grenada
11. Gorbachev
12. Iraq

Practice (pp. 318-319)

1. Democratic candidate for President, 1984
2. Democratic candidate for Vice President, 1984; first serious female candidate for Vice President
3. African-American candidate for Democratic presidential nomination, 1988; leader of the Rainbow Coalition
4. dictator of Panama; accused of operating a large drug ring and in 1989 American military forces captured him and a new government was installed
5. general secretary of the Communist Party and leader of the Soviet Union; led the way for democratic reform
6. President of Russia; he and Bush declared an end to the Cold War
7. dictator of Iraq; invaded Kuwait and lost to the United Nations in the war called Desert Storm after Kuwait was liberated



Keys

Practice (pp. 320-321)

1. c
2. b
3. c
4. b
5. a
6. a
7. c
8. c
9. b
10. a
11. b

Practice (p. 322)

1. H
2. D
3. F
4. E
5. C
6. B
7. A
8. G

Practice (p. 323)

1. True
2. False
3. False
4. False
5. True
6. False
7. True
8. True

Practice (p. 324)

1. b
2. b
3. c
4. a
5. c
6. a

Practice (pp. 325-326)

1. corruption in Panama's government; arms control with Soviet President Gorbachev; Desert Storm in Kuwait against Iraqi President Hussein
2. improve education; fight illegal drugs and crime
3. Bush's popularity seesawed between 1991 and 1992; Bush's lack of attention to the sinking domestic economy; his broken promise of no new taxes

Practice (p. 327)

1. G
2. K
3. B
4. H
5. I
6. E
7. J
8. F
9. C
10. D
11. A

Practice (p. 328)

1. landslide
2. diplomacy
3. aggression
4. annex
5. atrocities
6. sanction
7. coalition
8. resolution

Unit Assessment (pp. 133-136TG)

1. AIDS
2. deregulated
3. Star Wars
4. Desert Storm
5. glasnost



Keys

6. Contras
7. Rainbow Coalition
8. national debt
9. mergers
10. private enterprise
11. c
12. a
13. b
14. c
15. b
16. a
17. b
18. c
19. b
20. c
21. c
22. b
23. a
24. a
25. b
26. a
27. b
28. a



Unit 11: Changes and Challenges in Today's World (1992-Present)

This unit emphasizes the two terms of President William Jefferson "Bill" Clinton and the concerns of Americans for the 21st century.

Unit Focus

- reasons William Jefferson "Bill" Clinton became first Democratic President in 12 years
- economy of 1990s
- social, political, and economic issues during two administrations of President Clinton
- causes for impeachment trial
- concerns about programs for persons 65 or over
- opportunities and concerns at the end of the century

Suggestions for Enrichment

1. Have students find articles about the invasion of Bosnia or the air strikes in Yugoslavia. Ask students to write a paper stating his or her position on whether or not the conflict was justified and why.
2. Have students research and report briefly on different current events. Have someone start the discussion with his or her current event presentation. The second student to speak must repeat the main idea or ideas from the previous presentation and get an "okay" from that presenter to indicate the message was received and interpreted accurately. The second student then presents his or her current event presentation. The third student continues the process so each speaker will interpret the message of the previous presenter before delivering his or her presentation.
3. Have students create a family tree, and include great great-grandparents if possible. Ask students to parallel a timeline of presidential candidates to the timeline of family members. Have



students continue the analysis with other noteworthy individuals, discoveries, inventions, and events.

4. Have students select one individual from his or her family tree and write a diary entry to reflect what impact well known individuals, discoveries, inventions, and events possibly had on that person's life. (If possible, a relative may be interviewed to expand the activity. As an extension, a younger child—maybe a third or fourth grader—can be interviewed to gain perspective on the changing perception of time as a person lives longer.)
5. Have students alter their own timeline by "sliding" their birth date backward or forward 10 years. Ask students to predict changes in clothing styles, activities, career goals, etc. Have students imagine a possible marriage and family of his or her own. Next, have students predict events, discoveries, and inventions that might be experienced during their lifetime. (The activity may be projected to predict the year the student will become a grandparent and predict what events might be occurring at that time.)
6. Ask students to research events that occurred during their birth year (local, state, national, or international) and write an editorial about one of the events.
7. Ask students to find a political cartoon on an issue from their birth year and describe it to the class.
8. Have students make a drawing or poster of events in their birth year and/or make a tape of music that was popular during that year.
9. Have students prepare specific questions to interview an adult concerning his or her birth year and record the answer on paper or in a tape recorder.
10. Discuss the following: If you could communicate one thing we have studied to persons living 100 years from now, what would that be? What would be the best method of communication? Have students create these messages to future generations.



11. Have students role-play a panel discussion featuring the last five Presidents of the United States being interviewed by a White House correspondent. First assign groups a president and research 10 issues or programs important to that President and how that President planned to balance the military budget and the national debt. Have class members brainstorm questions and then have groups prepare answers recapping their President's foreign and domestic policies.
12. Have civic officials, legislators, and other public service representatives visit and share information about their professional background, education, changes their lives might have taken, professional accomplishments, and personal goals.
13. Have students write a "help wanted" ad with a job description for the man or woman who will be our next President.
14. Ask students to identify their position on a controversial issue. Have groups develop an argument to support an opinion opposite to their position and present the argument to the class.
15. Ask students to read a news article and list 10 sentences from it. Have students exchange lists and write next to each statement whether they think it is a fact or an opinion. Then have students choose any three of the statements and explain their reasonings.
16. Invite a guest speaker from a special interest group to talk to your class about the group's objectives. Have the speaker explain how the group presents its issues to government and if they have met with victory or defeat.
17. Ask students to recall some of the biggest local, national, and world events of the year. Which stories affected them directly, indirectly, or not at all?
18. Present students with the following value examination matrix for analyzing perspectives in editorials (or newscasts). Have students record statements or concepts they strongly support (or oppose) and assign a value, plus or minus, reflecting their opinion. Next have students record their reasoning or logic behind their assigned value to point out that there is usually a system of logic or reasoning underlying their values.



Value Examination Matrix for Analyzing Editorials

Statement or Concept	Assigned Value	Reasoning or Logic behind My Value



19. Present students with the following conflict clarification matrix for analyzing values and perspectives relative to particular topics in editorials (or newscasts). Have students record a statement they support (or oppose) in the first row of the matrix and assign a value, plus or minus, reflecting their opinion of it beside the "Assigned Value" in the second row. In the third row, have students identify the logic behind their assigned value. In the fourth row, have students identify an opposing value for the concept or statement. In the fifth row, ask students to describe the logic behind the opposing value. In the last row, have students describe a conclusion or awareness they have come to and identify some current events for which this process might be useful.



Conflict Clarification Matrix for Analyzing a Current Issue

Statement or Concept	
Assigned Value	
Reasoning/Logic behind My Value	
Opposing Value	
Reasoning/Logic behind My Opposing Value	
Conclusion/ Awareness	



20. Discuss leadership and brainstorm with the class what qualities a leader should possess. Have students name some great leaders. Next, have students compare the qualities needed as a national leader, such as a President, to those needed by a leader in some other field, such as fashion, the arts, religion, or sports. Have students discuss what makes a President a great leader and list those qualities that define leadership in a President. Assign students a President to research their leadership qualities, background, and experience before they became President. Have them consider why they may have been elected even though they had not shown great qualities of leadership.
21. Discuss the problems associated with applying United States laws to a hypothetical "moon colony." Discuss how the moon colonists might be compared with the early American colonists. Discuss potential problems and suggestions for solutions.
22. Present students with the following decision-making matrix to analyze a teacher-generated "decision question" with choices or alternative to be considered. Have students rank or weight the criteria in the first column using a three-point numeric ranking or weighting system, as follows.

3	=	very important
2	=	somewhat important
1	=	not very important

Next, ask students to determine the degree to which each alternative possesses each of the criteria, as follows.

3	=	totally
2	=	somewhat
1	=	a little
0	=	not at all

Finally, have students calculate the quality points each alternative has by multiplying the criterion weights by the alternative weights. (In other words, multiply the number in each cell by the number at the beginning of each row and then enter that product in each cell.) Tally the quality points. (Explain to students that after seeing the results of the matrix process, they may legitimately change the weights they are assigned.) Have students make a decision based on their quantification and explain the reasoning behind their decision.



Sample:

Decision-Making Matrix			
Decision Question: Who would be the best national leader if the entire world were at peace?			
Criteria	Alternatives		
	Martin Luther King, Jr.	Anwar Sadat	Franklin D. Roosevelt
good negotiation skills (rank or weight from 1-3) Criteria Weight =	alternative weight x criteria weight = quality points __ x __ = __	__ x __ = __	__ x __ = __
charismatic leader (rank or weight from 1-3) Criteria Weight =	__ x __ = __	__ x __ = __	__ x __ = __
knowledge of cultures (rank or weight from 1-3) Criteria Weight =	__ x __ = __	__ x __ = __	__ x __ = __
knowledge of international finances (rank or weight from 1-3) Criteria Weight =	__ x __ = __	__ x __ = __	__ x __ = __
Total of Quality Points	_____	_____	_____

Criteria Weight
Ranking system

- 3 = very important
- 2 = somewhat important
- 1 = not very important

Alternative Weight
The degree to which each alternative possesses each criteria:

- 3 = totally
- 2 = somewhat
- 1 = a little
- 0 = not at all



Decision-Making Matrix			
Decision Question:			
Criteria	Alternatives		
(rank or weight from 1-3) Criteria Weight =	alternative weight x criteria weight = quality points — x — = —	— x — = —	— x — = —
(rank or weight from 1-3) Criteria Weight =	— x — = —	— x — = —	— x — = —
(rank or weight from 1-3) Criteria Weight =	— x — = —	— x — = —	— x — = —
(rank or weight from 1-3) Criteria Weight =	— x — = —	— x — = —	— x — = —
Total of Quality Points	_____	_____	_____

Criteria Weight
Ranking system

- 3 = very important
- 2 = somewhat important
- 1 = not very important

Alternative Weight
The degree to which each alternative
possesses each criteria:

- 3 = totally
- 2 = somewhat
- 1 = a little
- 0 = not at all



23. Have students create a mobile based on inventions or technology used from the 1940s or 1950s (e.g., the transistor, rockets, computer, television, heart-lung machine used in surgery) to the 2000s. Ask students to build the mobile, with each level representing one of the following:

- a new development in the chosen technology
- a new use of the chosen technology
- a social change that resulted from the chosen technology

Have students present the mobile, explaining how technology has changed over time and how it has affected society.

24. Have students to develop a list of major problems facing American government and society today.
25. Ask students to select a major problem of interest and identify factors related to the problem. Next form a tentative hypothesis as to which factors may have been the cause or causes of the problem. Then devise a historical study drawn from the presidencies from the period 1975-1993 (Ford through Bush) to test the hypothesis.
26. Have students debate or write a persuasive essay about the most significant event or discovery in a given area from last year.
27. Discuss what people in developed countries should do, if anything, to assist people in less developed countries. Do developed countries have a responsibility to help less developed countries? Why or why not?
28. Have students research and report on the policies and positions of the United States government toward China over the past 10 years with emphasis on trade and issues of human rights.
29. Have students investigate past examples of uses of biological warfare. Discuss these events and compare details given about the person or persons responsible, the physical effects on individual, and the actions taken against those found responsible.



30. Ask students to write a persuasive essay supporting or condemning the development of biological weapons.
31. Have students research and discuss weapon treaties that the United States has refused to sign.
32. Since many world conflicts have been marked by terrorist incidents when peace negotiations are conducted, have students discuss if representatives of suspected terrorist groups should be included or excluded.
33. Ask students to choose a President and create a mini-biography of his life. (See Appendix A in the student book. You could choose to limit the choices to the first 16 Presidents and have students include a map of the United States during his term.) Have students include the following: his life before presidency; the election year; highlights and issues faced as president; and a timeline.
34. Have students research, discuss, and make an educated guess about outcome of current issues (e.g., peace negotiations, political issues, election results, passage of specific bills in Congress). Record answers and check results.
35. Have students bring in political cartoons and offer interpretations of their meanings.
36. Have students examine a caricature of a popular figure and compare it with a photograph of that person to see what is being exaggerated. Discuss whether the caricature is positive or negative.
37. Give students a political cartoon without a caption and ask them to write one.
38. Have students create a flow chart to analyze a situation.
39. Ask students to identify their position on a controversial issue. Have groups develop an argument to support an opinion contrary to their own and present the argument to class.



40. Have students brainstorm ways to make their opinions heard (e.g., e-mail politicians, write local or national newspapers or journals, inform friends about issues, organize and take part in projects, make posters, speak to groups, go to town meetings, publish a Web page). Ask students to choose two activities to take part in. Have students write a brief paragraph on the activities they choose and the outcome of their actions.
41. Set up an inner circle and an outer circle of chairs. Have students in the inner circle debate an issue for 10 minutes. Then have students in the outer circle respond to what they have heard.
42. Have groups discuss a topic from the unit. Ask each group to choose a recorder to write down ideas and a second person to summarize the discussion to the class.
43. See Appendices A, B, and C for other instructional strategies, teaching suggestions, and accommodations/modifications.



Unit Assessment

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 1. Clinton was the third President to be impeached.
- _____ 2. Clinton was found guilty of the crimes of perjury and obstruction of justice.
- _____ 3. The North American Free Trade Agreement is between the United States, Canada, and Mexico.
- _____ 4. The Brady Bill is legislation to limit the sale of handguns.
- _____ 5. Many people blame the media and the entertainment industry for the increase in school violence.
- _____ 6. Persons born between 1965 and 1975 are called hippies.
- _____ 7. The dictator of Iraq is Saddam Hussein.
- _____ 8. The economy worsened during the Clinton Administration.
- _____ 9. The baby-boom generation was born between 1946 and 1964.
- _____ 10. Social Security pays benefits to retired Americans.
- _____ 11. President Milosevic of Yugoslavia was indicted in 1999 for war crimes against the Albanian Muslims.
- _____ 12. Experts think that by the year 2040, one in five Americans will be under 65.



Use the list below to write the correct term for each definition on the line provided

baby-boom generation	genocide	perjury
deficit	global	revenue
entitlement program	Medicaid	Social Security
Generation X	Medicare	terrorism

- _____ 13. money received by a government from taxes and other sources
- _____ 14. provides hospital insurance and low-cost medical insurance to Americans over 65
- _____ 15. persons born between 1965 and 1978
- _____ 16. the act or crime of swearing under oath that something is true which one knows is not true
- _____ 17. persons born following World War II from 1946-1964
- _____ 18. the deliberate and systematic extermination of a particular racial, national, or religious group
- _____ 19. the use of violence to intimidate people or their governments to achieve a political goal
- _____ 20. funds from a program passed in 1935 to help people who are unemployed or retired, people with disabilities, and dependent mothers and children
- _____ 21. a government's spending more money than it receives in revenue



- _____ 22. provides health insurance for people on welfare
- _____ 23. involving the entire world
- _____ 24. a government program that guarantees and provides benefits to a specific group

Answer the following using complete sentences.

25. What do you think will be the biggest problem the American people will face in the 21st century? How will it affect you? _____



Keys

Practice (pp. 343-344)

1. c
2. a
3. a
4. c
5. c
6. c
7. b
8. c

Practice (pp. 345-346)

1. a government spends more money than it takes in
2. systematic extermination of particular racial, national, or religious groups
3. involving the whole world
4. the act or crime of swearing under oath to tell the truth and then lying
5. money received by a government from taxes and other sources
6. an atmosphere of threat or violence
7. a government program that provides benefits to certain groups of people
8. persons born between 1965 and 1975

Practice (pp. 347-348)

1. NAFTA is the North American Free Trade Agreement between the United States, Canada, and Mexico.
2. the argument for NAFTA is that it would mean an increase in jobs; the argument against NAFTA was that industries would move to Mexico, causing a loss in jobs
3. Answers will vary but may include the following: welfare reform, the Brady Bill, reduced the federal deficit, health-care reform.
4. Experts are afraid that Social Security will soon have to pay out more money than it takes in.

Practice (pp. 349-350)

1. Republican candidate for President in 1996; lost to Bill Clinton
2. First Lady 1992-2000; headed Task Force on National Health-Care Reform
3. newly established Reform Party candidate for President in 1996; lost to Bill Clinton
4. dictator of Iraq; forced to comply with United Nations' weapon inspections after he lost four-day operation called Desert Fox
5. former Yugoslav President; indicted for Serbian war crimes against humanity in Kosovo and defeated in the September 2000 presidential election

Practice (pp. 351-352)

1. conflicts in Middle East, North Korea, Haiti, Iraq, Bosnia, and Kosovo
2. economic issues, tax policies, health care, welfare-cost concerns, and national debt
3. Haiti, Bosnia, Somalia, Rwanda, and Kosovo
4. terrorism; bombings
5. Answers will vary.

Practice (pp. 353-354)

1. True
2. False; did not have to leave office
3. False; not England, but Mexico
4. True
5. True
6. False; for gun control
7. True
8. False; Generation X or born after World War II from 1946 to 1964
9. True
10. True



Keys

Practice (p. 355)

1. B
2. K
3. I
4. L
5. J
6. D
7. A
8. E
9. H
10. G
11. C
12. F

Unit Assessment (pp. 153-155TG)

1. False
2. False
3. True
4. True
5. True
6. False
7. True
8. False
9. True
10. True
11. True
12. False
13. revenue
14. Medicare
15. Generation X
16. perjury
17. baby-boom generation
18. genocide
19. terrorism
20. Social Security
21. deficit
22. Medicare
23. global
24. entitlement program
25. Answers will vary.

Appendices

Instructional Strategies

Classrooms include a diverse population of students. The educator's challenge is to structure the learning environment and instructional material so that each student can benefit from his or her unique strengths. Instructional strategies adapted from the Florida Curriculum Frameworks are provided on the following pages as examples that you might use, adapt, and refine to best meet the needs of your students and instructional plans.

Cooperative Learning Strategies—to promote individual responsibility and positive group interdependence for a given task.

Jigsawing: each student becomes an "expert" on a topic and shares his or her knowledge so eventually all group members know the content.

Divide students into groups and assign each group member a numbered section or a part of the material being studied. Have each student meet with the students from the other groups who have the same number. Next, have these new groups study the material and plan how to teach the material to members of their original groups. Then have students return to their original groups and teach their area of expertise to the other group members.

Corners: each student learns about a topic and shares that learning with the class (similar to jigsawing).

Assign small groups of students to different corners of the room to examine and discuss particular topics from various points of view. Have corner teams discuss conclusions, determine the best way to present their findings to the class, and practice their presentation.

Think, Pair, and Share: students develop their own ideas and build on the ideas of other learners.

Have students reflect on a topic and then pair up to discuss, review, and revise their ideas. Then have the students share their ideas with the class.

Debate: students participate in organized presentations of various viewpoints.

Have students form teams to research and develop their viewpoints on a particular topic or issue. Provide structure in which students can articulate their viewpoints.

Brainstorming—to elicit ideas from a group.

Have students contribute ideas about a topic. Accept all contributions without initial comment. After a list of ideas is finalized, have students categorize, prioritize, and defend their contributions.

Free Writing—to express ideas in writing.

Allow students to reflect on a topic, then have them respond in writing to a prompt, a quotation, or a question. It is important that they keep writing whatever comes to mind. They should not self-edit as they write.

K-W-L (Know-Want to Know-Learned)—to provide structure for students to recall what they know about a topic, deciding what they want to know, and then after an activity, list what they have learned and what they still want or need to learn.

Before engaging in an activity, list on the board under the heading "What We Know" all the information students know or think they know about a topic. Then list all the information the students want to know about a topic under, "What We Want to Know." As students work, ask them to keep in mind the information under the last list. After completing the activity, have students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know.

Learning Log—to follow-up K-W-L with structured writing.

During different stages of a learning process, have students respond in written form under three columns:

"What I Think"

"What I Learned"

"How My Thinking Has Changed"

Interviews—to gather information and report.

Have students prepare a set of questions in interview format. After conducting the interview, have students present their findings to the class.

Dialogue Journals—to provide a way to hold private conversations with the teacher or share ideas and receive feedback through writing (this activity can be conducted by e-mail).

Have students write on topics on a regular basis. Respond in conversational writing to their writings with advice, comments, and observations.

Continuums—to indicate the relationships among words or phrases.

Using a selected topic, have students place words or phrases on the continuum to indicate a relationship or degree.

Mini-Museums—to create a focal point.

Have students work in groups to create exhibits that represent, for example, the setting of a novel.

Models—to represent a concept in simplified form.

Have students create a product, like a model of a city, or a representation of an abstract idea, like a flow chart of governmental procedures.

Reflective Thinking—to reflect on what was learned after a lesson.

Have students write in their journals about a concept or skill they have learned, comment on the learning process, note questions they still have, and describe their interest in further exploration of the concept or skill. Or have students fill out a questionnaire addressing such questions as: Why did you study this? Can you relate it to real life?

Problem Solving—to apply knowledge to solve problems.

Have students determine a problem, define it, ask a question about it, and then identify possible solutions to research. Have them choose a solution and test it. Finally, have students determine if the problem has been solved.

Predict, Observe, Explain—to predict what will happen in a given situation when a change is made.

Ask students to predict what will happen in a given situation when some change is made. Have students observe what happens when the change is made and discuss the differences between their predictions and the results.

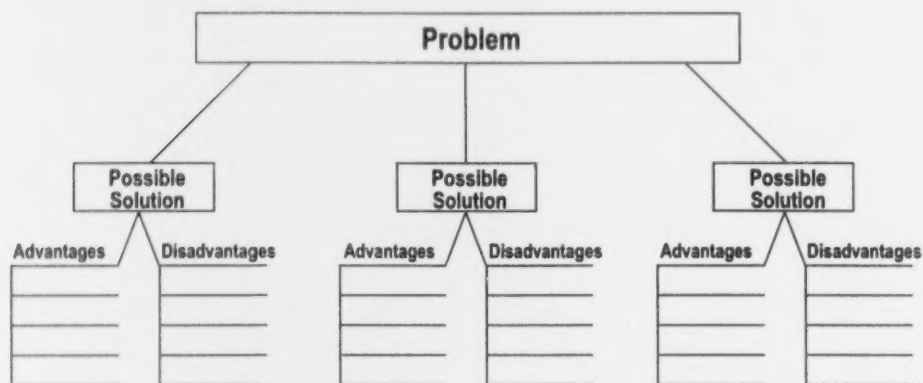
Literature, History, and Storytelling—to bring history to life through the eyes of a historian, storyteller, or author, revealing the social context of a particular period in history.

Have students locate books, brochures, and tapes relevant to a specific period in history. Assign students to prepare reports on the life and times of famous people during specific periods of history. Ask students to write their own observations and insights afterwards.

Graphic Organizers—to transfer abstract concepts and processes into visual representations.

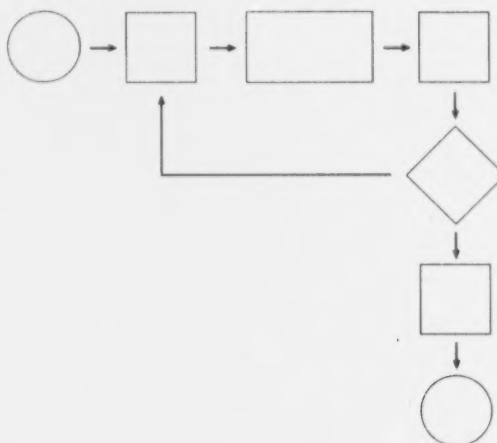
Consequence Diagram/Decision Trees: illustrates real or possible outcomes of different actions.

Have students visually depict outcomes for a given problem by charting various decisions and their possible consequences.



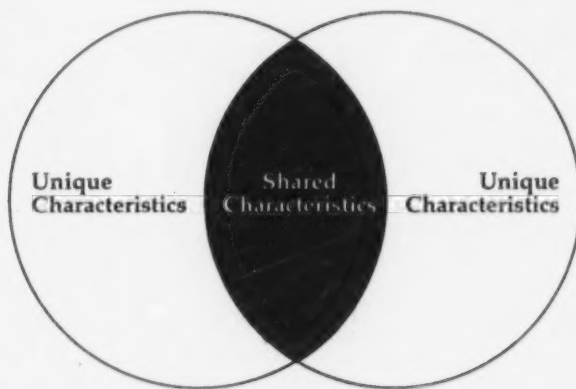
Flowchart: depicts a sequence of events, actions, roles, or decisions.

Have students structure a sequential flow of events, actions, roles, or decisions graphically on paper.



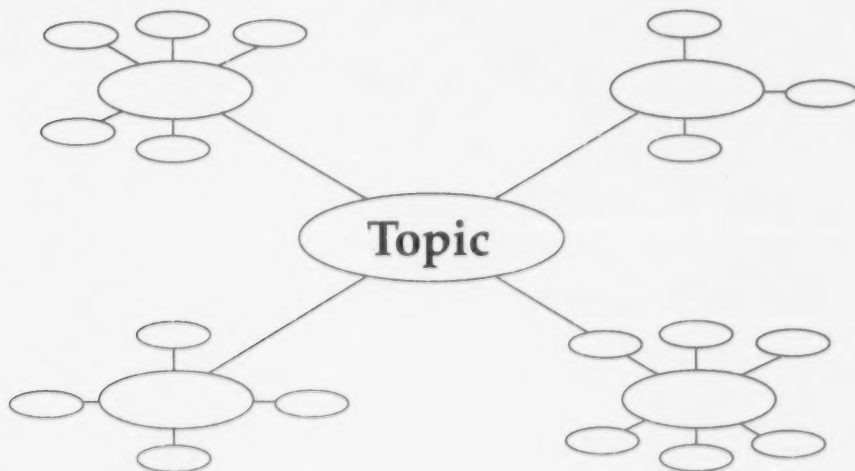
Venn Diagram: creates a visual analysis of the similarities and differences among, for example, two concepts, objects, events, and people.

Have students use two overlapping circles to list unique characteristics of two items or concepts (one in the left part of the circle and one in the right); in the middle have them list shared characteristics.



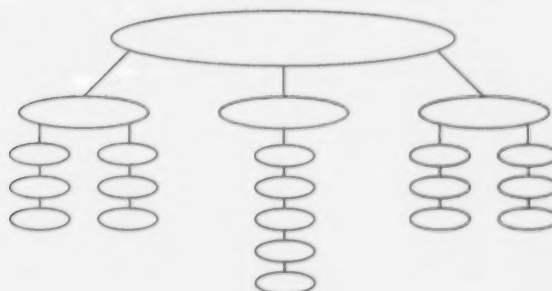
Webbing: provides a picture of how words or phrases connect to a topic.

Have students list topics and build a weblike structure of words and phrases.



Concept Mapping: shows relationships among concepts.

Have students select a main idea and identify a set of concepts associated with the main idea. Next, have students rank the concepts in related groups from the most general to most specific. Then have students link related concepts with verbs or short phrases.



Portfolio—to capture the extent of students' learning within the context of the instruction.

Elements of a portfolio can be stored in a variety of ways; for example, they can be photographed, scanned into a computer, or videotaped. Possible elements of a portfolio could include the following selected student products:

Written Presentations

- expressive (diaries, journals, writing logs)
- transactional (letters, surveys, reports, essays)
- poetic (poems, myths, legends, stories, plays)

Representations

- maps
- graphs
- dioramas
- models
- mock-ups
- displays
- bulletin boards
- charts
- replicas

Performances

- role playing, drama
- dance/movement
- reader's theater
- mime
- choral readings
- music (choral and instrumental)

Oral Presentations

- debates
- addresses
- discussions
- mock trials
- monologues
- interviews
- speeches
- storytelling
- oral histories
- poetry readings
- broadcasts

Visual and Graphic Arts

- murals
- paintings
- storyboards
- drawings
- posters
- sculpture
- cartoons
- mobiles

Media Presentations

- films
- slides
- photo essays
- print media
- computer programs
- videotapes and/or audiotapes

Learning Cycle—to engage in exploratory investigations, construct meanings from findings, propose tentative explanations and solutions, and relate concepts to our lives.

Have students explore a concept, behavior, or skill with a hands-on experience and then explain their exploration. Through discussion, have students expand the concept or behavior by applying it to other situations.

Field Experience—to use the community as a laboratory for observation, study, and participation.

Before the visit, plan and structure the field experience with the students. Engage in follow-up activities after the trip.

Teaching Suggestions

The standards and benchmarks of the Sunshine State Standards are the heart of the curriculum frameworks and reflect Florida's efforts to reform and enhance education. The following pages provide samples of ways in which students could demonstrate achievement of specific benchmarks through the study of American History.

Time, Continuity, and Change

1. Have small groups of students research the way in which the Roman Empire was viewed during a particular time period (e.g., the Italian Renaissance and 18th-century America) and report their findings in a presentation. (SS.A.1.4.1.a)
2. Have students analyze the failure of institutions over time to adequately confront serious problems resulting from the relocation of peoples. (SS.A.1.4.2.a)
3. Have students analyze a major global trend, such as immigration, by identifying connections among individuals, ideas, and events within and across a region or a span of time. (SS.A.1.4.2.b)
4. Have students examine foreign newspapers or magazines (in translation) that report on the same event. (SS.A.1.4.3.a)
5. Have students research and report on alternative systems of recording time (e.g., Egyptian, Indian, Mayan, Muslim, and Jewish), and the astronomical systems upon which they are based (e.g., solar, lunar, or semilunar). Have students provide an example for comparison, such as how the same astronomical event might have been recorded in each system. (SS.A.1.4.4.a)
6. Have students compare the economic and cultural characteristics of Native American tribes and the motives and strategies of the explorers and settlers. (SS.A.4.4.1.a)
7. Have small groups of students discuss the impact of European settlement on different native American tribes and the legacies of contact, cooperation, and conflict from that period and present their findings in a report to the class. (SS.A.4.4.1.b)

8. Have students prepare material for a documentary about the interaction of Native American tribes and European explorers and settlers prior to 1880. In order to present a comprehensive and unbiased account, have the students analyze the perspectives of European explorers, European settlers, and various Native American tribes. Have students use a variety of primary and secondary sources to address the following questions: How did each group view the interaction? How did each group's way of life change? Have students identify areas in which the different groups disagreed about what took place and explain how each group influenced the other. (SS.A.4.4.1.c)
9. Have students choose a group of immigrants to the colonies and research the problems they encountered once they arrived in the colonies. Have students write a paper that discusses how this group overcame the problems faced and how or if it evolved to the present day. (SS.A.4.4.2.a)
10. Have small groups of students discuss changes in British policies concerning the colonies and the debate over separation. (SS.A.4.4.3.a)
11. Have students write a paper that discusses the Declaration of Independence and its relevance in past and present society. (SS.A.4.4.3.b)
12. Have small groups of students plan a historical-society exhibit that highlights the causes of the American Revolution. Have students analyze different primary and secondary sources to portray the perspectives of a variety of people who were involved in this event, including military leaders, soldiers, and women, in order to present a well-rounded exhibit. (SS.A.4.4.3.c)
13. Have students compare and contrast the Articles of Confederation with a selected state constitution. Next, have students make an oral presentation in which they discuss how this state constitution has evolved. (SS.A.4.4.4.a)
14. Have students describe the issues and policies affecting relations among existing and future states, including the Northwest Ordinance. (SS.A.4.4.4.b)

15. Have students write a research paper in which they analyze the Constitutional Convention, including the leadership of James Madison and George Washington; the struggle for ratification, the Federalist Papers and the arguments of the Anti-Federalists; and the addition of the Bill of Rights. (SS.A.4.4.4.c)
16. Have small groups of students prepare an oral presentation in which they compare the early national government under the Constitution to the present government and also present their interpretations of the Constitution on a significant issue such as states rights or judicial review. Have students identify the issues that define each period and trace how the Constitution has evolved since that time. (SS.A.4.4.5.a)
17. Have students examine and explain major domestic and foreign issues during the administrations of the first Presidents including the development of political parties, the War of 1812 and the Monroe Doctrine, and the Louisiana Purchase and the acquisition of Florida. (SS.A.4.4.5.b)
18. Have students assume the role of Supreme Court Justices in discussing decisions that affected the interpretation of the Constitution, including *Marbury v. Madison* and *McCulloch v. Maryland*. (SS.A.4.4.5.c)
19. Have students work in small groups and discuss events leading to the Civil War such as slavery, States' Rights Doctrine, tariffs and trade, the settlement of the West, and succession. Have each group make a presentation to the class. (SS.A.4.4.6.b)
20. Have students write a research paper in which they construct an argument for why the South lost the Civil War and why the North won. Have students use a variety of resource materials to back up this argument. (SS.A.4.4.7.b)
21. Have students write a research paper that discusses the types of problems and obstacles freed slaves faced during Reconstruction and how or if they overcame those obstacles. (SS.A.4.4.7.c)

22. Have students choose one of the following economic, political, and/or cultural effects of the Industrial Revolution listed below and present an oral report that describes how it changed life around the turn of the century and how it continues to affect life in our society now. (SS.A.5.4.1.a)
- new inventions and industrial production methods
 - new technologies in transportation and communication
 - incentives for capitalism and free enterprise
 - the impact of immigration on the labor supply and the movement to organize workers
 - government policies affecting trade, monopolies, taxation, and the money supply
 - expansion of international markets
 - the impact of industrialism, urbanization, and immigration on American society
23. Have students choose and research a specific immigrant group and prepare an oral presentation on the contributions and impacts this group has had on American society since 1880. (SS.A.5.4.2.a)
24. Have students describe ethnic conflict and discrimination as it has affected a particular immigrant group. (SS.A.5.4.2.b)
25. Have students explain the reasons for the end of the Ottoman Empire and describe the creation of new states in the Middle East. (SS.A.5.4.3.a)
26. Have students explain reasons for the declining role of Great Britain and the expanding role of the United States in world affairs. (SS.A.5.4.3.b)

27. Have students select one of the topics listed below and present an oral report in which they explain the topic's significance to society in the 1920s and 1930s and present society. (SS.A.5.4.4.a)
- music, dance, and entertainment
 - the Harlem Renaissance
 - the automobile
 - prohibition, speakeasies, and bootlegging
 - women's suffrage
 - racial tensions and labor strife
 - urban and rural electrification
28. Have students identify key factors that contributed to the 1929 Stock Market Crash and the Great Depression and explain how these factors affected the economy leading up to the Depression. (SS.A.5.4.4.b)
29. Have students write an essay describing how the Depression affected a family (real or imaginary) in a specific part of the United States and explaining how specific government policies designed to counteract the effects of the Depression impacted this family. (SS.A.5.4.4.c)
30. Have students write a research paper about the impact of the Great Depression on the state of Florida (e.g. in terms of social, political, economic, environmental, or cultural impacts), present their findings in an oral presentation, and field questions from the class. (SS.A.5.4.4.d)
31. Have students research and write a report in which they construct an argument regarding the significance of a topic to World War II and society in the United States during that time. Have the students use a variety of sources to support their findings. Some suggested research topics are listed below. (SS.A.5.4.5.a)
- the rise and aggression of totalitarian regimes in Germany, Italy, and Japan
 - the role of the Soviet Union

- appeasement, isolationism, and the war debates in Europe and the United States
 - the impact of mobilization for war at home and abroad
 - major battles, military turning points, and key strategic decisions
 - the Holocaust and its impact
 - the reshaping of the role of the United States in world affairs
32. Have students construct an argument that supports or critiques the decision to use the atomic bomb on Hiroshima at the close of World War II. Have students identify the criteria upon which to base the argument, gather information from a variety of sources to support the ideas, and address a variety of different perspectives on this event. (SS.A.5.4.5.b)
33. Have students research the impact of World War II on the state of Florida and trace the legacy of the war to the present, including the significance of the Cold War and the space age, or the tourist industry. Next, have students make a presentation to the class, using a variety of visual aids, such as photographs, to illustrate how the war affected Florida. (SS.A.5.4.5.c)
34. Have students use the following topics listed below to debate the effectiveness of United States foreign policy since World War II. (SS.A.5.4.6.a)
- the origins of both foreign and domestic consequences of the Cold War
 - Communist containment policies in Europe, Latin America, and Asia
 - the strategic and economic factors in Middle East Policies
 - political and economic relationships with South Africa and other African nations
 - the collapse of communism and the end of the Cold War

35. Have students analyze and describe *Brown v. Board of Education*, reapportionment cases, and voting rights legislation, and the influence these have had on political participation and representation and affirmative action. (SS.A.5.4.7.a)
36. Have students examine and describe civil rights demonstrations and related activities leading to desegregation of public accommodations, transportation, housing, and workplaces. (SS.A.5.4.7.b)
37. Have students compare conservative and liberal economic strategies. (SS.A.5.4.8.a)
38. Have students explain current patterns in Supreme Court decisions and evaluate the impact of these patterns. (SS.A.5.4.8.b)
39. Have students compare the positions of major and minor political parties and interest groups on major issues. (SS.A.5.4.8.c)

People, Places, and Environment

1. Have students develop maps to illustrate how population density varies in relationship to resources and types of land use. (SS.B.1.4.1.a)
2. Have students develop maps, tables, and charts to depict the geographic implications of current world events. (SS.B.1.4.1.b)
3. Have small groups of students discuss how maps developed by the media, business, government, industry, and the military might differ in their depictions of how a recently closed military installation could be used for civilian purposes. (SS.B.1.4.2.a)
4. Have students prepare maps that indicate the approximate locations of different political cultures in the United States in order to predict voting patterns. (SS.B.1.4.3.a)
5. Have students select appropriate maps to analyze world patterns of the diffusion of contagious diseases and compare these maps to their own mental maps of these patterns. (SS.B.1.4.3.b)

6. Have students gather and present examples of how language, ethnic heritage, religion, political philosophies, social and economic systems, and shared history contribute to unity and disunity in regions. (SS.B.1.4.4.a)
7. Have students find examples of how various technologies have been used to reinforce nationalistic or ethnic elitism, cultural separateness and/or independence in different places in the world and discuss with others how these factors have led to the division of geographic regions. (SS.B.1.4.4.b)
8. Have students develop and conduct a survey to illustrate how differences in life experiences, age, and gender influence people's housing preferences or their view of public transportation in a city and post the results. (SS.B.1.4.5.a)
9. Have students examine the characteristics of regions that have led to regional labels and how they have changed over time and present their findings to the class. (SS.B.2.4.1.a)
10. Have students write a short report on how regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events. (SS.B.2.4.1.b)
11. Have students participate in a group discussion about how technological advances have led to increasing interaction among regions. (SS.B.2.4.1.c)
12. Have pairs of students examine how social, economic, political, and environmental factors have influenced migration and cultural interaction in a selected area and organize the information into a written report including illustrative charts, graphs, or tables where appropriate. (SS.B.2.4.2.a)
13. Have students use world maps to examine how control of various areas on Earth has affected free-trade agreements. (SS.B.2.4.3.a)
14. Have students participate in a debate regarding how human activities have or have not led to tropical soil degradation, habitat destruction, air pollution, or global warming. (SS.B.2.4.4.a)

15. Have students investigate how people who live in naturally hazardous regions use technology and other adaptation techniques to thrive in their environments and compare their findings with those of other students. (SS.B.2.4.5.a)
16. Have students conduct research to investigate the abundance of fur, fish, timber, and gold in Siberia, Alaska, and California and the settlement of these areas by the Russians and organize the information into a written report. (SS.B.2.4.6.a)
17. Have pairs of students research some of the consequences of mining the rutile sands along the coast of eastern Australia near the Great Barrier Reef and develop some possible solutions to this problem. (SS.B.2.4.7.a)
18. Have small groups of students discuss some of the consequences of cutting the rain forests in Indonesia in response to a demand for lumber in foreign markets and brainstorm possible solutions to this problem. (SS.B.2.4.7.b)

Government and the Citizen

1. Have students outline the development of political parties in the United States and evaluate their role in resolving or contributing to conflict between majority and minority groups. (SS.C.1.4.4.a)
2. Have students evaluate the extent to which popular media influence, and are influenced by, the political system. (SS.C.1.4.4.b)
3. Have students develop generalizations about the sources of political power in the community, state, and nation. (SS.C.2.4.3.a)
4. Have students use generalizations about sources of political power to explain an issue at each of the levels of government. (SS.C.2.4.3.b)

Production, Distribution, and Consumption

Using the following scale—A = very positive; B = somewhat positive; C = neutral; D = somewhat negative; E = very negative—have students evaluate the effect the following policy changes would have on the economy of Florida and on the economy of Kentucky.

- federal government greatly increases military spending
- federal government decreases aid to schools in large urban areas
- federal government stops tobacco exports to another country
- federal government loosens restrictions on illegal immigrant workers

Have students explain their reasoning for the rating chosen and describe the effects of these policy changes on the economy of Florida and Kentucky. (SS.D.2.4.3.a)

Accommodations/Modifications for Students

The following accommodations/modifications may be necessary for students with disabilities and other students with diverse learning needs to be successful in school and any other setting. Specific strategies may be incorporated into each student's individual educational plan (IEP) or 504 plan, or academic improvement plan (AIP) as deemed appropriate.

Environmental Strategies

Provide preferential seating. Seat student near someone who will be helpful and understanding.

Assign a peer tutor to review information or explain again.

Build rapport with student; schedule regular times to talk.

Reduce classroom distractions.

Increase distance between desks.

Allow student to take frequent breaks for relaxation and small talk, if needed.

Accept and treat the student as a regular member of the class. Do not point out that the student is an ESE student.

Remember that student may need to leave class to attend the ESE support lab.

Additional accommodations may be needed.

Organizational Strategies

Help student use an assignment sheet, notebook, or monthly calendar.

Allow student additional time to complete tasks and take tests.

Help student organize notebook or folder.

Help student set timelines for completion of long assignments.

Help student set time limits for assignment completion.

Ask questions that will help student focus on important information.

Highlight the main concepts in the book.

Ask student to repeat directions given.

Ask parents to structure study time. Give parents information about long-term assignments.

Provide information to ESE teachers and parents concerning assignments, due dates, and test dates.

Allow student to have an extra set of books at home and in the ESE classroom.

Additional accommodations may be needed.

Motivational Strategies

- Encourage student to ask for assistance when needed.
- Be aware of possibly frustrating situations.
- Reinforce appropriate participation in your class.
- Use nonverbal communication to reinforce appropriate behavior.
- Ignore nondisruptive inappropriate behavior as much as possible.
- Allow physical movement (distributing materials, running errands, etc.).
- Develop and maintain a regular school-to-home communication system.
- Encourage development and sharing of special interests.
- Capitalize on student's strengths.
- Provide opportunities for success in a supportive atmosphere.
- Assign student to leadership roles in class or assignments.
- Assign student a peer tutor or support person.
- Assign student an adult volunteer or mentor.
- Additional accommodations may be needed.

Presentation Strategies

- Tell student the purpose of the lesson and what will be expected during the lesson (e.g., provide advance organizers).
- Communicate orally and visually, and repeat as needed.
- Provide copies of teacher's notes or student's notes (preferably before class starts).
- Accept concrete answers; provide abstractions that student can handle.
- Stress auditory, visual, and kinesthetic modes of presentation.
- Recap or summarize the main points of the lecture.
- Use verbal cues for important ideas that will help student focus on main ideas. ("The next important idea is....")
- Stand near the student when presenting information.
- Cue student regularly by asking questions, giving time to think, then calling student's name.
- Minimize requiring the student to read aloud in class.
- Use memory devices (mnemonic aids) to help student remember facts and concepts.
- Allow student to tape the class.
- Additional accommodations may be needed.

Curriculum Strategies

- Help provide supplementary materials that student can read.
- Provide *Parallel Alternative Strategies for Students (PASS)* materials.
- Provide partial outlines of chapters, study guides, and testing outlines.
- Provide opportunities for extra drill before tests.
- Reduce quantity of material (reduce spelling and vocabulary lists, reduce number of math problems, etc.).
- Provide alternative assignments that do not always require writing.
- Supply student with samples of work expected.
- Emphasize high-quality work (which involves proofreading and rewriting), not speed.
- Use visually clear and adequately spaced work sheets. Student may not be able to copy accurately or fast enough from the board or book; make arrangements for student to get information.
- Encourage the use of graph paper to align numbers.
- Specifically acknowledge correct responses on written and verbal class work.
- Allow student to have sample or practice test.
- Provide all possible test items to study and then student or teacher selects specific test items.
- Provide extra assignment and test time.
- Accept some homework papers dictated by the student and recorded by someone else.
- Modify length of outside reading.
- Provide study skills training and learning strategies.
- Offer extra study time with student on specific days and times.
- Allow study buddies to check spelling.
- Allow use of technology to correct spelling.
- Allow access to computers for in-class writing assignments.
- Allow student to have someone edit papers.
- Allow student to use fact sheets, tables, or charts.
- Tell student in advance what questions will be asked.
- Color code steps in a problem.
- Provide list of steps that will help organize information and facilitate recall.
- Assist in accessing taped texts.
- Reduce the reading level of assignments.
- Provide opportunity for student to repeat assignment directions and due dates.
- Additional accommodations may be needed.

Testing Strategies

- Allow extended time for tests in the classroom and/or in the ESE support lab.
- Provide adaptive tests in the classroom and/or in the ESE support lab (reduce amount to read, cut and paste a modified test, shorten, revise format, etc.).
- Allow open book and open note tests in the classroom and/or ESE support lab.
- Allow student to take tests in the ESE support lab for help with reading and directions.
- Allow student to take tests in the ESE support lab with time provided to study.
- Allow student to take tests in the ESE support lab using a word bank of answers or other aid as mutually agreed upon.
- Allow student to take tests orally in the ESE support lab.
- Allow the use of calculators, dictionaries, or spell checkers on tests in the ESE support lab.
- Provide alternative to testing (oral report, making bulletin board, poster, audiotape, demonstration, etc.).
- Provide enlarged copies of the answer sheets.
- Allow copy of tests to be written upon and later have someone transcribe the answers.
- Allow and encourage the use of a blank piece of paper to keep pace and eliminate visual distractions on the page.
- Allow use of technology to check spelling.
- Provide alternate test formats for spelling and vocabulary tests.
- Highlight operation signs, directions, etc.
- Allow students to tape-record answers to essay questions.
- Use more objective items (fewer essay responses).
- Give frequent short quizzes, not long exams.
- Additional accommodations may be needed.

Evaluation Criteria Strategies

- Student is on an individualized grading system.
- Student is on a pass or fail system.
- Student should be graded more on daily work and notebook than on tests (e.g., 60 percent daily, 25 percent notebook, 15 percent tests).
- Student will have flexible time limits to extend completion of assignments or testing into next period.
- Additional accommodations may be needed.

Required Public School Instruction of the History of the Holocaust

Florida Statute 233.061

- (2) Members of the instructional staff of the public schools, subject to the rules and regulations of the commissioner, the state board, and the school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction the following:
 - (f) The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramification of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

Correlation to Sunshine State Standards

Course Requirements for American History-Course Number 2100310

These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate.

1. Demonstrate understanding of the early historical development of the United States.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.4.4.1 Understand the economic, social, and political interactions between Native American tribes and European settlers during the Age of Discovery.	American History-Part 1	
SS.A.4.4.2 Understand how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.	American History-Part 1	
SS.A.4.4.3 Understand the significant military and political events that took place during the American Revolution.	American History-Part 1	
SS.A.4.4.4 Understand the political events that defined the Constitutional period.	American History-Part 1	
SS.A.4.4.5 Understand the significant political events that took place during the early national period.	American History-Part 1	
SS.A.4.4.6 Understand the military and economic events of the Civil War and Reconstruction.	American History-Part 1	

Correlation to Sunshine State Standards

Course Requirements for American History-Course Number 2100310

2. Demonstrate understanding of the impact of significant people, ideas, and events on the development of values, traditions, and social, economic, and political institutions in the United States.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.5.4.1 Know the causes of the Industrial Revolution and its economic, political, and cultural effects on American society.	American History-Part 1	
SS.A.5.4.3 Understand significant events leading up to the United States involvement in World War I and the political, social, and economic results of that conflict in Europe and the United States.	1, American History-Part 1	
SS.A.5.4.4 Understand social transformations that took place in the 1920s and 1930s, the principal political and economic factors that led to the Great Depression, and the legacy of the Depression in American society.	American History-Part 1	
SS.A.5.4.5 Know the origins and effects of the involvement of the United States in World War II.	1, 2, 3, 4, 5, American History-Part 1	
SS.A.5.4.6 Understand the political events that shaped the development of United States foreign policy since World War II and know the characteristics of that policy.	2, 4, 5, 8, 9, 10, 11	
SS.A.5.4.7 Understand the development of federal civil rights and voting rights since the 1950s and the social and political implications of these events.	3, 5, 6, 7, 8, 9, 10, 11	
SS.A.5.4.8 Know significant political events and issues that have shaped domestic policy decisions in contemporary America.	5, 6, 7, 8, 9, 10, 11, American History-Part 1	
SS.D.2.4.3 Understand how government taxes, policies, and programs affect individuals, groups, businesses, and regions.	3, 9, 10, 11, American History-Part 1	

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Correlation to Sunshine State Standards

Course Requirements for American History—Course Number 2100310

3. Demonstrate understanding of the significance of physical and cultural geography on the development of the United States society.		
Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.B.1.4.3 Use mental maps of physical and human features of the world to answer complex geographic questions.	1-11, American History—Part 1	
SS.B.1.4.4 Understand how cultural and technological characteristics can link or divide regions.	1, 2, 5, 6, 7, 8, 9, 10, 11, American History—Part 1	
SS.B.1.4.5 Understand how various factors affect people's mental maps.	1-11, American History—Part 1	
SS.B.2.4.1 Understand how social, cultural, economic, and environmental factors contribute to the dynamic nature of regions.	5, American History—Part 1	
SS.B.2.4.2 Understand past and present trends in human migration and cultural interaction and their impact on physical and human systems.	5, American History—Part 1	
SS.B.2.4.3 Understand how the allocation of control of the Earth's surface affects interactions between people in different regions.	1-11, American History—Part 1	
SS.B.2.4.5 Know how humans overcome "limits to growth" imposed by physical systems.	1-11, American History—Part 1	
SS.B.2.4.6 Understand the relationships between resources and the exploration, colonization, and settlement of different regions of the world.	American History—Part 1	
SS.B.2.4.7 Understand the concept of sustainable development.	9, 10, 11, American History—Part 1	

Correlation to Sunshine State Standards

Course Requirements for American History-Course Number 2100310

- 4. Demonstrate understanding of current and historic events in relation to the experiences, contributions, and perspectives of diverse cultural and ethnic groups, including slavery, the passage of slaves to America, abolition, and the contributions of African Americans to society.**

Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.1.4.2 Identify and understand themes in history that cross scientific, economic, and cultural boundaries.	1, 2, 3, 5, 6, American History- Part 1	
SS.A.5.4.2 Understand the social and cultural impact of immigrant groups and individuals on American society after 1880.	5, 6, 9, 10, American History- Part 1	
SS.C.1.4.4 Understand the role of special interest groups, political parties, the media, public opinion, and majority/minority conflicts in the development of public policy and the political process.	2, 3, 5, 6, 7, 8, 9, 10, 11, American History- Part 1	
SS.C.2.4.3 Understand issues of personal concern: the rights and responsibilities of the individual under the United States Constitution; the importance of civil liberties; the role of conflict resolution and compromise; and issues involving ethical behavior in politics.	1, 3, 5, 6, 7, 8, 9, 10, 11, American History- Part 1	

- 5. Demonstrate understanding of the processes used to create and interpret history.**

Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.1.4.1 Understand how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.	1-11, American History- Part 1	
SS.A.1.4.3 Evaluate conflicting sources and materials in the interpretation of a historical event or episode.	1-11, American History- Part 1	
SS.A.1.4.4 Use chronology, sequencing, patterns, and periodization to examine interpretations of an event.	1-11, American History- Part 1	

Correlation to Sunshine State Standards

Course Requirements for American History—Course Number 2100310

Standards

6. Demonstrate understanding of the interactions among science, technology, and society within the context of the historical development of the United States.

Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.A.1.4.2 Identify and understand themes in history that cross scientific, economic, and cultural boundaries.	1, 2, 3, 4, 5, American History—Part 1	
SS.B.2.4.4 Understand the global impacts of human changes in the physical environment.	1-11, American History—Part 1	

Standards

7. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

Benchmarks	Addressed in Unit(s)	Addressed in Class on Date(s)
SS.B.1.4.1 Use a variety of maps, geographic technologies including geographic information systems (GIS) and satellite-produced imagery, and other advanced graphic representations to depict geographic problems.	11	
SS.B.1.4.2 Understand the advantages of using maps from different sources and different points of view.	1-11, American History—Part 1	

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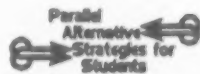
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**Bureau of Instructional Support and Community Services
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Course No. 2100310

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Section 1: War and Its Aftermath (1924-1960)

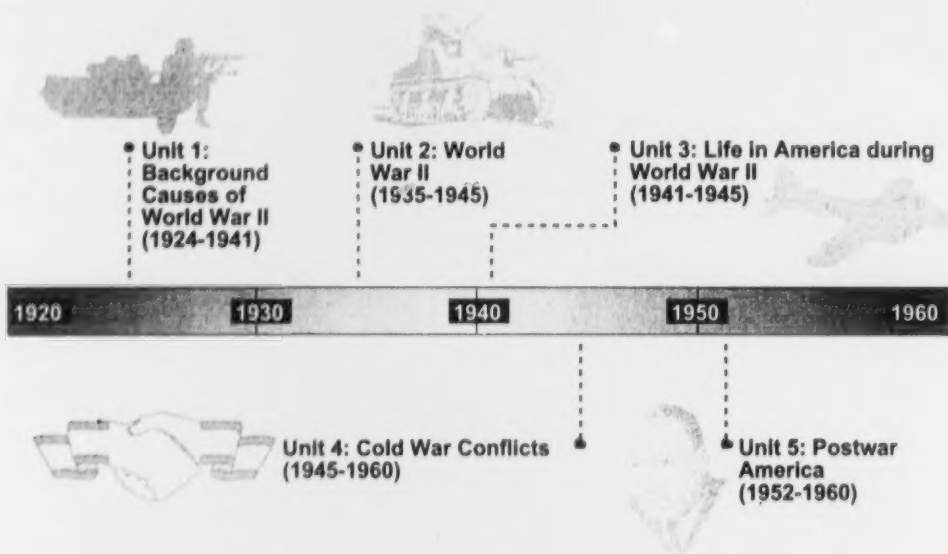
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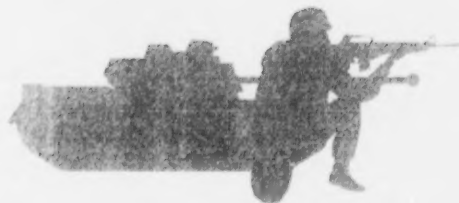


Unit 1: Background Causes of World War II (1924-1941)

This unit emphasizes the economic and political conditions in Europe after World War I and the unrest that led to the rise of new and dangerous political ideas and dictators, resulting in World War II.

Unit Focus

- impact of Europe's political ideas and rise of socialism, communism, and fascism
- effects of rise of Adolf Hitler and Nazi Germany
- ways United States foreign policy contributed to Hitler's success during administration of President Franklin D. Roosevelt
- events in Far East
- description of Allies and Axis Powers
- reasons United States entered World War II with Axis Powers





Vocabulary

Study the vocabulary words and definitions below.

aggression	hostile, unprovoked action
annihilation	the act of destroying completely; wiping out
anti-Communist	against communism
anti-Semitism	prejudice against Jewish people
apathy	a lack of interest or concern; indifference
arsenal	government buildings where arms and other war supplies are manufactured or stored; war supplies
Axis Powers	alliance formed during World War II between Germany, Italy, and Japan
bigotry	stubborn and blind attachment to one's own beliefs and opinions with no tolerance for beliefs opposed to them
blitzkrieg	a war conducted with great speed and force
Bolsheviks	Russian members of the Socialist Party led by Lenin; formed the Communist Party in 1918
communism	belief in common ownership of all property by the people



- concentration camps** prisons operated by Nazi Germany in which Jews and other groups considered to be enemies of Adolf Hitler were starved while doing slave labor or were tortured and murdered
- death camps** Nazi extermination centers where Jews and non-Jews were brought to be put to death as part of Hitler's Final Solution
- dictator** a ruler with complete power
- embargo** an enforced halt on trade imposed by one government on another government
- fascism** system of government that places all power in the state and its leader
- genocide** the deliberate and systematic extermination of a particular racial, national, or religious group
- ghetto** sealed areas established in poor sections of cities where most Jews were forced to live before and during World War II; in modern times, it has come to mean sections of cities where minorities live due to socio-economic barriers
- German-Soviet treaty** pact between Germany and the Soviet Union not to attack one another
- Holocaust** the attempted extermination of all Jews in Europe and other groups by Nazis during World War II, resulting in the mass murder of about six million Jews



intolerance	unwillingness to respect or try to understand customs, ideas, or beliefs that are different from one's own
monarch	a person who rules over a kingdom or empire
moderates	people who want change to take place gradually
Munich Pact	pact between Great Britain, France, Italy, and Germany that gave Germany part of Czechoslovakia called the <i>Sudentenland</i>
National Socialists (Nazis)	political party in Germany led by Adolf Hitler
neutral	not taking sides in a quarrel or war
persecution	unfair and cruel treatment of a person or group
pogrom	violent and bloody acts, including massacres, carried out against Jews
revolutionaries	people who want a radical change in their country's political organization
scapegoat	a person blamed for the mistakes of others
socialism	system of government in which the state owns all factories and farms



Who's Who in Background Causes of World War II

Albert Einstein

Benito Mussolini

Francisco Franco

Jesse Owens

Adolf Hitler

Franklin D. Roosevelt

Vladimir Ilyich Lenin

Joseph Stalin



Introduction

Between 1918 and 1940, the world experienced a severe depression. In Europe, the depression caused political unrest. People living in Europe looked to new leaders to help them solve their problems, just as people in the United States did. Sometimes, the new leaders became **dictators**, or rulers with complete power and control over their country. Many of these dictators believed in denying people their rights. They also led their countries in war against other countries. In the mid-1930s, the dictators in Germany, Japan, and Italy began to attack other nations to expand their own power.

Europe Looks to New Political Ideas to Solve Its Problems



World War I battle scene

Europe had not recovered from World War I when the Great Depression began. There were few jobs, and many people were hungry. Europeans blamed their governments for these problems. In general, governments were unable to end the Depression. The people wanted a change in government and were ready to try different political ideas.

Socialism

One of these ideas was **socialism**. Under socialism, factories and farms are owned by the government instead of by private individuals. The government gives people jobs and tries to make sure that no one is poor. Many Europeans found this idea attractive.

Some Socialists were **moderates**. This means they wanted the government to take over factories and farms in an orderly and gradual manner. Moderate Socialists also believed in free elections and freedom of speech.



Communism

Other Socialists were **revolutionaries**. They wanted a radical change in their country's governments, and they demanded the changes take place immediately. Their system of beliefs was **communism**, and they wanted to take private businesses from their owners at once. These Socialists formed their own group and called themselves Communists. The Communists tried to take over governments through violent revolution.

A Communist revolution took place in Russia in 1918, during World War I. The leader of the Russian revolution was a man named *Vladimir Ilyich Lenin*. He belonged to a group of Communists who called themselves **Bolsheviks**. People in Europe did not want a similar bloody revolution to take place in their countries.



Vladimir Ilyich Lenin

Lenin (1870-1924) was the Russian revolutionary who founded the Bolshevik (later Communist) Party. He became a revolutionary after his older brother was executed for participating in a plot to assassinate the tsar. Lenin was by then a follower of Karl Marx. Lenin wrote a famous pamphlet *What Is to Be Done?* in which he argued that only professional revolutionaries trained to lead a proletarian-peasant rising could bring Marxist socialism to Russia. Against overwhelming odds, Lenin brought about the birth of Soviet Russia. Lenin influenced Communism more than anyone except Karl Marx. Lenin adapted Marxist theory to the realities of Russia's backward economy and dreamed of worldwide socialist revolution. Before Lenin died, he warned against Stalin's growing ambition for power.

The Communists took control of the government, industries, and farmland. They forbade religious beliefs and closed the churches in Russia. They killed many people who opposed their revolution. During Lenin's reign, the name of the country was changed from Russia to the Union of Soviet Socialist Republics (U.S.S.R., until 1991, when it became known as the Commonwealth of Independent States).



The Communists took control of industry.



After Lenin died in 1924, the U.S.S.R's new leader was *Joseph Stalin*. Stalin was one of the first dictators to gain power after World War I. Stalin used harsh methods that resulted in the death of millions of Russians. He tortured those who disagreed with him or sent them to prisons in remote Siberia.

Joseph Stalin

Joseph Stalin (1879-1953) was dictator of the Soviet Union from 1929 until 1953. He was the son of a shoemaker and was intended for the priesthood. Stalin joined the Georgian Social Democratic Party in 1901 and in 1917 was elected to the Bolshevik central committee.

Stalin advanced rapidly after the Russian Revolution and in 1922 was elected general secretary of the Russian Communist Party. After Lenin's death, there was a struggle for leadership, but Stalin ousted several leaders. He tried to "Russianize" the Soviet Union by getting rid of the separate identities of minorities through force. Anyone who opposed him or his tactics were met with powerful secret police, executions, informers, and show trials. Stalin was ruthless at home and in foreign affairs, and his reign of terror continued until his death.

Rise of Fascism

In 1924, *Benito Mussolini* became Italy's dictator. Like many other European countries, Italy had economic problems after World War I. Consequently, many farmers and workers wanted a revolution. Some Italians became Communists, but Mussolini was the leader of an **anti-Communist** group, the Fascist Party. This group fought against communism. Mussolini's followers called their system of beliefs **fascism**. Fascism is a system of government that places all power in the state and its leaders. Mussolini wanted complete power, but he believed that industries and land should be privately owned. He did not attempt to control farms and factories.

Mussolini took over the government in Rome, Italy. He quickly outlawed all other political groups and ended elections. He took away freedom of speech and of the press. People who were against Mussolini were either killed or sent away.



Benito Mussolini

Benito Mussolini (1883-1945) was dictator of Italy (1924-1943) and founder of fascism. He was the editor of the Socialist party paper, but he split with the Socialists when he advocated that Italy join the Allies in World War I.

Mussolini formed a Fascist group in 1919 which attracted many Italians because it blended nationalism and socialism. The Fascist Party was nationally organized in 1921, and in 1922 the Fascist militia threatened a march on Rome which led the king to make Mussolini premier. Mussolini eliminated opponents and began a brutal foreign policy. In 1940 he joined Hitler and declared war on the Allies in 1943. Italy suffered many defeats in the war, and Mussolini was captured by the Allies. He was rescued by the Germans and headed the Fascist puppet regime in Northern Italy, but on its collapse, Mussolini was shot. His body was hung upside down (by the feet) in a public place in a small town in Italy.

By 1925 Mussolini controlled all of Italy. He increased the size of the Italian army and navy. In 1935 Italy invaded the African country of Ethiopia. No one tried to stop Italy's expansion.

Spain also underwent a Fascist revolution. In 1936 General *Francisco Franco* led a rebellion against the Spanish **monarch**, or king. Three years of fighting took place in which Franco used troops, weapons, tanks, and fighter planes. People in the United States protested, but by 1939 Franco had become the Spanish dictator with the help of Italy's Mussolini and Germany's Hitler.

Francisco Franco

Francisco Franco (1892-1975) was a Spanish general and the head of state of Spain from 1939 until shortly before his death. He joined the 1936 military revolt in Spain from Morocco and in 1937 became the leader of the Falange party and head of the anti-republican army. Franco became the head of state after the fall of Madrid in 1939. He was able to retain all of his power until shortly before his death in 1975, after which Prince Juan Carlos became king.



Adolf Hitler

In Germany the Great Depression caused high unemployment and made German money worthless. The government was weak, and its leaders were unable to end political and economic unrest. The **National Socialists (Nazis)** were a Fascist party organized in the 1920s largely by *Adolf Hitler*. They became the most important political party in Germany.

Hitler promised to make Germany a strong nation again. He appealed to the unemployed and the social outcasts in his country. He hated the French and English because they had defeated Germany in World War I. Hitler planned to take back the land Germany had lost in World War I.

Adolf Hitler

Adolf Hitler (1889-1945) was the Austrian-born dictator of Germany from 1933-1945. History has judged Hitler an evil, unstable man but a political genius. Hitler grew up in Austria and left school at age 16 to make a living as an artist. He was drafted into the military during World War I and was twice awarded the Iron Cross. Hitler joined the German Workers' Party, which he turned into the *National Socialist Workers'* or Nazi Party. After a failed attack against the Bavarian government, he served nine months in prison where he wrote *Mein Kampf*, which set out his plans to restore greatness to Germany. By 1932 he was able to make the Nazi Party into the largest national party in the country. Hitler became chancellor in 1933 and prepared his country for war. He paid little attention to Germany's affairs except to intensify his persecution of the Jews.

Hitler seized much foreign land, and his invasion of Poland on September 1, 1939 began World War II. His war plans were effective at first, but in 1941 he was unable to maintain two fronts. German forces lost North Africa and were pushed back on both sides after D-Day. Hitler was able to still maintain popular support but became increasingly unbalanced. He committed suicide on April 30, 1945, after realizing his cause was a failure and he was losing the war.



Persecution Begins

Hitler was able to persuade people to obey him. For generations, Germans had been seeking a **scapegoat**, or someone to blame for their failures and frustrations. Through his deep personal hatred for Jews, Hitler brought **anti-Semitism** to the surface in Germany. Although his accusations were false, Hitler convinced many Germans that the Jews were to blame for all of Germany's economic problems. He promised to kill the Jews and create a master race.

In January of 1933, Hitler was elected chancellor of Germany. By August of 1934, Hitler had become the Führer or leader of Germany. He quickly did away with personal freedoms. A series of laws in 1935 known as the **Nuremberg Laws** were passed. This order was Hitler's first move toward creating a German "master race." This mass destruction based on racial grounds would become known as the **Holocaust**. His first targeted group was the Jews. The Holocaust refers to the state-sponsored, systematic **persecution** and **annihilation** of 11 million people, including six million European Jews by Nazi Germany and its collaborators between 1933 and 1945.

The Nuremberg Laws forbade Jews to practice law or medicine. Jews were not permitted to hold any government job. The laws called for segregation on public transportation and restricted Jews from shopping except during specified hours. They were forbidden to marry non-Jews. Thus in 1935,



Hitler reviews troops in Berlin, Germany, 1936.

Courtesy of the United States Holocaust Memorial Museum (USHMM) Photo Archives

Jewish people in Germany were stripped of their citizenship, civil rights, and property. They were required to wear a yellow Star of David so they could be easily identified.

The 1936 Summer Olympic Games in Berlin, Germany provided Hitler with a prime opportunity to show the superiority of the Aryan race, which according to the Nazis was a non-Jewish white race. However, the games provided Hitler only with embarrassment and humiliation as *Jesse Owens*, an African-American athlete, won four gold metals. Owens broke three world records and tied one world record. Hitler refused to take part in honoring Owens, and the world got a taste of his **bigotry**. Few people realized the extent of his hatred, but the Jews did not have to wait long to feel it.



Between 1933 and 1938, thousands of Jewish refugees came to America, including *Albert Einstein* and future United States Secretary of State *Henry Kissinger*. However, by the end of 1938, isolationist and anti-immigrant feelings were so strong that Congress and President *Franklin D. Roosevelt* refused to relax immigration laws and thus contributed to Hitler's success (see Appendix A for a list of the presidents).



The sign read: "Germans! Defend yourselves! Do not buy from Jews!"

Courtesy of USHMM Photo Archives

Kristallnacht: Night of the Broken Glass

In November of 1938, a night that became known as *Kristallnacht* (or Night of the Broken Glass) gangs of Nazi storm troopers, members of a private Nazi army, broke into Jewish homes and beat up occupants. They destroyed more than 8,000 Jewish businesses and almost 200 synagogues across Germany. Not even hospitals or schools were spared. Over a hundred Jews were killed; thousands were tortured, and 30,000 Jewish men were sent to **concentration camps**, where most of them died, leaving 20,000 children homeless and fatherless. The Nazis blamed the Jews and fined them one billion marks, 20 percent of their property.

After 1938 Jews lost their right to leave Germany. They could not hold any jobs. All Jewish shops were destroyed. All Jewish workers were fired. Jews who owned homes had their homes and possessions taken away.

Trude Heller

Following is an account by Trude Heller, a concentration camp survivor who lives in South Carolina today. After Hitler took over her hometown in Austria in 1938, Trude was sent to a concentration camp until 1945. She, other Holocaust survivors, and liberators have shared their experiences to help teach about the consequences of **intolerance** and **apathy** in the face of bigotry. (See pages 20-24, Unit 2 pages 65-67, Appendix B, C, D, and E for other personal Holocaust survivor, liberator, and Nazi war criminal accounts.)



Trude Heller was born in Vienna, Austria in 1922. She was 15 years old in March 1938 when Hitler took over Austria. Trude's parents were merchants, leading a comfortable, middle-class life. They lived in an area of Vienna occupied by many Jewish families. In the following account she describes how life changed for her and her parents after the Nazis gained control of her country.

Trude in Austria

The first week that Hitler took over they came and got our car. An Austrian Storm Trooper carrying a rifle came to our apartment. He knocked on the door and said, "Car keys." And that was that. We handed them over.

A little while later a non-Jewish couple wanted our apartment. A uniformed official came with the people who wanted the apartment. He told us whatever is not out in six hours stays and if you're not out by then, you get killed. So my mother went to look for an apartment. My father went to get boxes and I started packing. Within six hours we were out. Of course, we had to leave almost everything behind. There were several buildings that were not so nice anymore where people like us could move. We moved to one of those places. The people there were mostly Jews who had been displaced from their homes.

Courtesy of the South Carolina Department of Education

The Final Solution

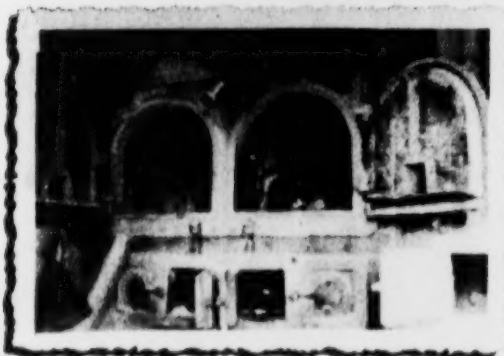
Finally, in 1939, Hitler announced the *Final Solution*. The Final Solution was the outright killing process and meant that Hitler intended to kill every Jewish man, woman, and child in Germany and in Europe. Although not all victims were Jews, all Jews were victims. Nazi murder squads were assigned to round up Jews and shoot them in cold blood. When shooting was found to be too slow and not psychologically desirable for the shooters, new methods were tried. After the *Einsatzgruppen*, or the commanders of the mobile killing squads from the German middle class, had tried using carbon monoxide gas piped into mobile gas vans, the death factories were started. Instead of the killers rounding up the victims, the victims were sent to the ghettos and then to the killing centers.



SS St. Louis

On May 13, 1939, the SS *St. Louis* set sail from Hamburg, Germany for Havana, Cuba. On board were 937 passengers, of whom 930 were Jewish refugees fleeing persecution from Nazi Germany after the horror of *Kristallnacht*, the **pogrom** of burning, mass arrest, and murders in November of 1938. The SS *St. Louis* was one of the last ships to leave Nazi Germany before war began in Europe.

Upon reaching Havana, the Cuban government refused entry to the passengers. Appeals to allow passengers into Miami also failed even though the American Jewish community was willing to help with the cost of their maintenance. President Roosevelt and the legislature were not willing to lift immigration limitations in the 1930s. The ship was forced to return to Hamburg with its passengers. While en route to Europe, Great Britain, Belgium, France, and the Netherlands, each agreed to grant temporary refuge until homes in other countries could be found. Following the German invasion of Europe, many of the former SS *St. Louis* passengers found themselves under Nazi rule again. They became victims of Hitler's Final Solution and did not survive the Holocaust.



Crematorium used to burn the remains of prisoners.

Courtesy of Tallahassee Jewish Federation

Ghettos and Genocide

Most Jews were herded into small sections or **ghettos** which were sealed in by barbed wire or walls. They were confined in overcrowded conditions, forced into heavy labor, and provided little to eat. Jewish people were not permitted to leave without permission. Many were left to starve or die of disease. The Nazi ghettos for Jews became transition areas and used as

collection points for shipment to larger ghettos or to **death camps** and concentration camps. All ghettos had horrible, inhumane living conditions. Warsaw, the largest ghetto, held 400,000 people. The large ghettos were closed in by stone or bricks, wood, and barbed wire.

Jews were dragged from their homes and herded onto trucks and trains for shipment to death camps and concentration camps. Healthy Jews would be sent to labor camps to perform slave labor. The rest would be sent to extermination camps. The horrifying result of this plan was a cold-blooded and systematic **genocide**, or deliberate killing of an entire people. In 1933 approximately nine million Jews lived in the 21 countries of Europe that Germany would occupy during the war. By 1945 two out of every three or two-thirds of the European Jews had been killed.



The Offensive Begins

Hitler's main goal was to rebuild the German military by adding many new weapons to his **arsenal**, or store of arms. Soon, Hitler was ready to retake former German land. The Germans had developed methods of combining the speed and firepower of tanks with the precise bombing of fighter planes.

The German fighting style was called **blitzkrieg**, which means "lightning war." They carried out invasions swiftly and with great force. In 1936 Hitler's army invaded the Rhineland. In 1938 he sent his troops into Austria. Next, he wanted to take Czechoslovakia.

The Munich Pact

Three million Germans lived in western Czechoslovakia. Hitler wanted to reunite them with Germany. If Hitler invaded Czechoslovakia, then Great Britain and France would have to go to war against Germany. Great Britain and France had signed an *alliance* or agreement with Czechoslovakia. Neither Great Britain nor France, however, wanted to go to war with Germany.

In September of 1938, leaders from Great Britain, France, Italy, and Germany signed the **Munich Pact**. The pact said that Hitler could have an area of Czechoslovakia known as the *Sudetenland* (sudat n land), where the Germans lived. In return, Hitler agreed to take no more land. Hitler signed the pact, but on March 15, 1939, Hitler took all of Czechoslovakia.

Great Britain and France did not declare war on Germany, but they no longer trusted Adolf Hitler. Now, they feared he would take Poland. Great Britain and France also had a treaty of alliance with Poland. If Hitler invaded Poland, Great Britain and France would have to enter the war.



The German-Soviet Treaty

Germany and the Soviet Union were enemies, and the Soviets feared the Germans would invade Russia. But in August of 1939, the Soviet Union and Germany suddenly signed a **German-Soviet treaty** or agreement: Hitler and Stalin agreed not to attack one another. They did this for several reasons. Hitler knew he would have to fight France and Great Britain soon. He did not want to have to fight the Soviet Union at the same time. Stalin knew the Soviet military was not ready to fight the Germans at this point.

Poland Falls

On September 1, 1939, Hitler's armies invaded Poland. Two days later, Great Britain and France declared war on Germany. Germany's new ally, the Soviet Union, entered Poland from the east. Within two weeks, Poland was divided between Germany and the Soviet Union. World War II had begun in Europe.

Conditions in Asia

Meanwhile, important events were taking place in the Far East. Japan was committing **aggression**, or hostile and unprovoked action, in China. Japan wanted China's raw materials for Japanese industries. In 1931 the Japanese Army took Manchuria, a northeastern part of China.

China was too weak to stop Japan. The United States protested Japan's actions, but neither the United States nor any other country went to help China. In 1937 Japan made a move to control all of China.

The United States voiced their *protests* and *sympathized* with the Chinese but continued to remain **neutral**. Within a year, Japan controlled most of China's main cities.



The Axis Powers

In 1940 Japan signed a military alliance with Germany and Italy, forming the **Axis Powers**. Encouraged by German success in Europe, Japan continued to expand into Asia and the Pacific.

Allies	Axis Powers								
popular term for some 25 nations that opposed the Axis Powers, the major nations are listed below	countries that fought against the Allies in World War II								
United States Britain Russia China France	<table> <tr> <td>Italy</td><td>Bulgaria</td></tr> <tr> <td>Germany</td><td>Romania</td></tr> <tr> <td>Japan</td><td>Slovakia</td></tr> <tr> <td>Hungary</td><td>Croatia</td></tr> </table>	Italy	Bulgaria	Germany	Romania	Japan	Slovakia	Hungary	Croatia
Italy	Bulgaria								
Germany	Romania								
Japan	Slovakia								
Hungary	Croatia								

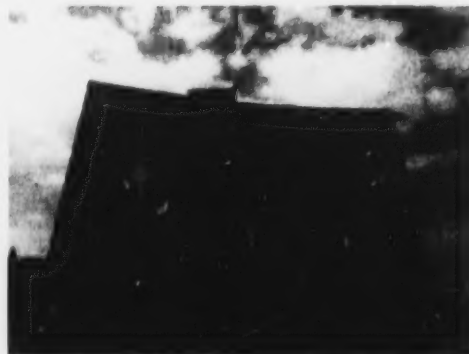
United States Reacts

The United States decided to try to stop the Japanese expansion. In 1941 President Roosevelt placed an **embargo** on all trade with Japan. An embargo is a government order that prevents ships from entering or leaving another country's port. The embargo hurt Japan's economy. The United States demanded that Japan get out of China.

By October of 1941, Japan was planning to attack the United States. American military experts were reading secret Japanese messages and knew something was going to happen. However, they did not know where Japan would attack. They thought it might be the Philippine Islands.

Pearl Harbor

Instead, on Sunday morning, December 7, 1941, Japanese planes attacked the United States naval and air base at Pearl Harbor, Hawaii. That same day they attacked other American military bases in Wake Island, Midway Island, Guam, and the Philippines. On December 8, 1941, Congress declared war on Japan.



A monument to those Americans who died at Pearl Harbor.



Three days after the Japanese attack, the European Axis Powers—Germany and Italy—declared war on the United States. For the second time in the 20th century, the United States had to go to war.

Summary

Economic and political conditions in Europe were very bad after World War I. Unrest led to the rise of new and dangerous political ideas and dictators. The Axis Powers such as Italy, Germany, and Spain began wars in Europe. The wars helped Hitler to carry out his deliberate plan to kill European Jews and others.

Japan attacked countries in Asia. The United States tried to halt Japanese expansion. In response, on December 7, 1941, the Japanese attacked the United States fleet at Pearl Harbor, Hawaii. Then, on December 11, 1941, Germany and Italy declared war on the United States.



A list of names of those Americans who died at Pearl Harbor.



Practice

In the chapter, you read about the **dictators**, Joseph Stalin and Benito Mussolini. Read the characteristics listed below under the word **dictatorship**. Write **Yes** by each characteristic that **would exist** in a government run by a dictator. Write **No** by each characteristic that **would not exist** in a government run by a dictator.

A **dictator** is a leader who takes complete power over a country and its people.

Dictatorship

- _____ 1. little individual freedom
- _____ 2. any citizen can run for office
- _____ 3. people have no say in the government
- _____ 4. decisions made by one person
- _____ 5. citizens able to criticize the leader



Practice

Read the statements below about **economic** and **political** problems in Europe to classify each problem. Write **E** for **economic problem** or **P** for **political problem**.

Economic refers to the way people make a living.

Political refers to the way people govern themselves.

- _____ 1. Europe was experiencing a depression.
- _____ 2. Many new leaders became dictators.
- _____ 3. Europeans blamed their governments for the problems.
- _____ 4. Many people had no jobs and were hungry.
- _____ 5. Dictators took command in some European countries.
- _____ 6. During the Great Depression, German money was worthless.



Practice

Match each description with the correct name. Write the letter on the line provided.

- | | |
|---|--|
| _____ 1. group of Russian Socialists led by Lenin; formed the Communist Party in 1918 | A. Axis Powers |
| _____ 2. Russia's name during Stalin's reign (and until 1991) | B. Bolsheviks |
| _____ 3. led the Bolshevik Revolution | C. Communists |
| _____ 4. took over Russia through violent revolution | D. General Francisco Franco |
| _____ 5. organized the National Socialists (Nazis) | E. Adolf Hitler |
| _____ 6. dictator of Italy | F. Vladimir Ilyich Lenin |
| _____ 7. a military alliance in 1940 between Japan, Germany, and Italy | G. Benito Mussolini |
| _____ 8. dictator of Spain | H. Joseph Stalin |
| _____ 9. a Russian dictator | I. Union of Soviet Socialist Republics (U.S.S.R) |



Practice

Write **True** if the statement is correct. Write **False** if the statement is not correct. If the statement is **false**, rewrite it to make it true on the lines provided.

- _____ 1. In a Socialist government, the factories are owned by the government.

- _____ 2. In a Socialist government, private individuals own the farms.

- _____ 3. A Socialist government gives people jobs.

- _____ 4. Socialists try to make sure everyone is rich.

- _____ 5. Moderate Socialists want change to take place quickly.



Practice

Read the statements below about **communism**. Write **True** if the statement is correct. Write **False** if the statement is not correct. If the statement is **false**, rewrite it to make it true on the lines provided.

- _____ 1. Socialists in Russia who wanted revolution were called Communists.

- _____ 2. Russian Communists wanted to take private businesses at once.

- _____ 3. Russia's Communist leaders ordered many people to be killed.

- _____ 4. Under communism, Russians were free to practice their religion.

- _____ 5. People in Europe wanted a revolution like the one in Russia.



Practice

Use the list below of three **Fascist leaders** to write the correct name by each description on the line provided. The names will be used more than once.

General Francisco Franco Adolf Hitler	Benito Mussolini
--	-------------------------

- _____ 1. He was a dictator of Italy.
- _____ 2. He led a revolution in Spain.
- _____ 3. He rose to power in Germany.
- _____ 4. His armies invaded Ethiopia.
- _____ 5. His armies wanted to take back land lost in World War I.
- _____ 6. His armies overthrew the monarch.
- _____ 7. He blamed Jews for many of his country's problems.



Practice

Read the statements below about **fascism**. Circle the letter of the correct answer.

Fascism is a system of government that places all political and economic power in the hands of the state and its leader.

1. People who believe in fascism are _____.
 - a. against revolution
 - b. anti-Communist
 - c. opposed to a strong government
2. A Fascist favors _____.
 - a. government ownership of farms
 - b. a weak military
 - c. private ownership of factories and farms
3. A Fascist dictator believes in _____.
 - a. doing away with freedom of speech and of the press
 - b. ending free elections
 - c. all the above
4. A Fascist would oppose _____.
 - a. government ownership of factories and farms
 - b. a revolutionary change in government
 - c. using harsh methods against the people
5. Most Fascists support government efforts to _____.
 - a. build a strong military
 - b. take over other countries
 - c. all the above



Practice

Use the chart below to write **favor** or **oppose** below each form of government to show which **political ideas** it favors and opposes.

Comparing and Contrasting Political Ideas			
Political Ideas	Political Groups		
	Socialists	Communists	Fascists
government ownership of factories and farms			
gradual change			
revolutionary change			
individual freedoms			
harsh methods			

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Practice

Answer the following using complete sentences.

1. What was the name of Hitler's Fascist political party? _____

2. The Germans fought *blitzkrieg* warfare. What does that mean?

3. Why did Hitler want an area of Czechoslovakia known as the Sudetenland? _____

4. What was the name of the treaty signed by leaders of Germany, Great Britain, France, and Italy in September of 1938? _____



5. What did Hitler promise in the treaty? _____

How did he break his promise? _____

Do you agree with the Allies' response? Why or why not? _____

6. Why did the Soviet Union suddenly sign a treaty with Germany?

7. What event marked the beginning of World War II in Europe in 1939? _____

8. What religious group was used as a scapegoat and blamed for German's economic problems? _____



Practice

Use the **account** by **Trude Heller** on pages 15-16 to answer the following using complete sentences.

1. What changes did Hitler's takeover of Austria make in Trude's life?

2. What evidence can you find that some Austrians supported or benefited from Nazi hatred of Jews? _____

3. What did Trude mean by the statement that we moved to a place where "people like us" could live? _____



4. What effect do you think this experience had on the way Trude thought about herself and her family? _____

5. Do you think this experience changed the way Trude's friends and neighbors thought about them and how other Austrians thought about Jews? _____



Practice

Circle the letter of the correct answer.

1. During the Great Depression, Germany experienced _____.
 - a. a high unemployment rate
 - b. increase in the value of German money
 - c. improvement in trade and commerce
2. The economic and political situation in Germany resulted in _____.
 - a. a Communist revolution
 - b. a rebellion against the monarch
 - c. the rise of the Nazi Party
3. The German people supported Hitler because he promised to _____.
 - a. restore individual freedoms such as elections and the press
 - b. make Germany a strong nation once again
 - c. take over the factories and farms
4. Hitler's first goal when he became dictator was to _____.
 - a. rebuild the German military
 - b. make peace with France and Great Britain
 - c. invade the Soviet Union
5. After signing the Munich Pact, Hitler _____.
 - a. kept his promise not to take Czechoslovakia
 - b. took all of Czechoslovakia
 - c. returned conquered land to Czechoslovakia



Practice

Circle the letter of the correct answer.

1. An attack by one nation on the territory of another is called _____ .
 - a. agreement
 - b. aggrandizement
 - c. aggression
2. To feel sorry for what happens to someone means that you _____ .
 - a. sympathize
 - b. sanitize
 - c. scrutinize
3. Voicing disagreement over something refers to making a _____ .
 - a. prospect
 - b. protest
 - c. profess
4. When a country takes no side in a conflict, it remains _____.
 - a. natural
 - b. neural
 - c. neutral
5. When two or more countries sign an agreement of friendship, they have created an _____.
 - a. allotment
 - b. alliance
 - c. allowance
6. A government order to prevent ships from entering or leaving a port is called an _____.
 - a. embargo
 - b. embarkment
 - c. emission



7. A store of arms is called an _____ .
- a. arsenic
 - b. arsenal
 - c. artist
8. Someone who wants to do something gradually is called a _____ .
- a. modern
 - b. monarch
 - c. moderate
9. Someone who believes in government ownership of factories and farms is called a _____ .
- a. Socialist
 - b. Fascist
 - c. Sophist
10. A person who rules over a kingdom or empire is called a _____ .
- a. monocle
 - b. monarch
 - c. modern



Practice

Use the list below to complete the following statements.

Axis Powers	Japan	Pearl Harbor
China	Manchuria	United States

1. _____ committed aggression to find raw materials for its industries.
2. The northeastern region of China is called _____.
3. Germany, Italy, and Japan called their military alliance the _____.
4. People in the _____ sympathized with, but did not help, China.
5. By 1938 Japan controlled most main cities in _____.
6. The Japanese attacked the United States at _____.



Practice

Use the **timeline of events** below to correctly answer the 10 statements on the following page.

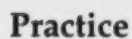
Events Leading to World War II

- 1918 A Communist revolution in Russia
- 1922 Fascists under Mussolini take over Italy
- 1931 Japan invades China;
United States sympathizes with China
- 1933 Hitler becomes chancellor of Germany
- 1936 Franco leads a Fascist revolution in Spain;
Hitler invades the Rhineland
- 1938 Great Britain, France, Italy, and Germany sign the Munich Pact;
Japan controls major cities in China and expands into Asia and the Pacific;
United States remains neutral
- 1939 Germany and Soviet Union sign friendship agreement;
Germany and Soviet Union invade Poland;
Great Britain and France declare war on Germany;
World War II begins in Europe
- 1941 United States places embargo on Japan;
Japan attacks Pearl Harbor;
United States declares war on Japan;
Germany and Italy declare war on the United States



Use the **timeline** on the previous page to write **True** or **False** next to the following statements.

- _____ 1. This timeline shows events which caused World War II.
- _____ 2. The timeline lists events over a 50-year period.
- _____ 3. Hitler became the chancellor of Germany in 1933.
- _____ 4. Japan attacked Pearl Harbor 10 years after invading China.
- _____ 5. Mussolini invaded Italy after the Fascist revolution in Spain.
- _____ 6. Great Britain and France declared war on Germany when Hitler signed the Munich Pact.
- _____ 7. The United States remained neutral until 1941.
- _____ 8. Germany and Italy declared war on the United States after Japan attacked Pearl Harbor.
- _____ 9. World War II began for the United States in 1941.
- _____ 10. This timeline shows the year World War II ended.



In your own words explain the causes of World War II.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|-------------------------|
| _____ 1. a person who rules over a kingdom or empire | A. aggression |
| _____ 2. a ruler with complete power | B. anti-Communist |
| _____ 3. against communism | C. Axis Powers |
| _____ 4. an enforced halt on trade imposed by one government on another government | D. Bolsheviks |
| _____ 5. belief in common ownership of all property by the people | E. communism |
| _____ 6. hostile, unprovoked action | F. dictator |
| _____ 7. not taking sides in a quarrel or war | G. embargo |
| _____ 8. alliance formed during World War II between Germany, Italy, and Japan | H. German-Soviet treaty |
| _____ 9. pact between Germany and the Soviet Union not to attack one another | I. monarch |
| _____ 10. Russian members of the Socialist Party led by Lenin; formed the Communist Party in 1918 | J. neutral |



Practice

Use the list below to write the correct term for each definition on the line provided.

arsenal
blitzkrieg
fascism
genocide
moderates

Munich Pact
National Socialists (Nazis)
revolutionaries
scapegoat
socialism

- _____ 1. pact between Great Britain, France, Italy, and Germany that gave Germany part of Czechoslovakia
- _____ 2. deliberate killing of a particular racial, national, or religious group
- _____ 3. people who want change to take place gradually
- _____ 4. political party in Germany led by Adolf Hitler
- _____ 5. store of arms and other war supplies
- _____ 6. system of government in which the state owns all factories and farms
- _____ 7. system of government that places all power in the state and its leader
- _____ 8. a war conducted with great speed and force
- _____ 9. people who want a radical change in their country's political organization
- _____ 10. a person blamed for the mistakes of others



Practice

Use the list below to write the correct term for each definition on the line provided.

annihilation
anti-Semitism
apathy
bigotry

concentration camps
death camps
ghetto
Holocaust

intolerance
persecution
pogrom

- _____ 1. the attempted extermination of all Jews in Europe and other groups by the Nazis during World War II
- _____ 2. sealed areas established in poor sections of cities where most Jews were forced to live before and during World War II
- _____ 3. Nazi extermination centers where Jews and non-Jews were brought to be put to death
- _____ 4. prisons operated by Nazi Germany in which Jews and other groups considered to be enemies of Adolf Hitler were starved while doing slave labor or were tortured and murdered
- _____ 5. the act of destroying completely; wiping out
- _____ 6. a lack of interest or concern
- _____ 7. unfair and cruel treatment of a person or group
- _____ 8. stubborn and blind attachment to one's own beliefs and opinions



- _____ 9. unwillingness to respect or try to understand customs, ideas, or beliefs that are different from one's own
- _____ 10. violent and bloody acts, including massacres, carried out against Jews
- _____ 11. prejudice against Jewish people

Unit 2: World War II (1935-1945)

This unit emphasizes the events that led to the United States joining the Allies in World War II against the Axis Powers.

Unit Focus

- United States foreign policy toward Soviet Union during administration of President Franklin D. Roosevelt
- reasons World War II began in Europe
- reasons United States declared war against Japan, Germany, and Italy
- events leading to defeat of Germany during administration of President Harry S Truman
- ways horrors and extent of Holocaust were revealed
- reasons United States dropped atomic bomb and Japan surrendered





Vocabulary

Study the vocabulary words and definitions below.

- Allied Powers** alliance formed during World War II between the United States, Great Britain, France, and the Soviet Union
- atomic bomb** a powerful bomb that uses the energy suddenly released when atoms split
- Axis Powers** alliance formed during World War II between Germany, Italy, and Japan
- concentration camps** prisons camps operated by Nazi Germany in which Jews and other groups considered to be enemies of Adolf Hitler were starved while doing slave labor or were tortured and murdered
- D-Day** the Allied invasion of France on June 6, 1944, to drive out Hitler's occupying armies
- death camps** Nazi extermination centers where Jews and non-Jews were brought to be put to death as part of Hitler's Final Solution
- genocide** the deliberate and systematic extermination of a particular racial, national, or religious group
- Hiroshima** city in Japan on which the United States dropped the first atomic bomb



- Holocaust** the attempted extermination of all Jews in Europe and other groups by Nazis during World War II, resulting in the mass murder of about six million Jews
- isolationism** a policy that advocates freedom from foreign alliances
- Nagasaki** city in Japan on which the United States dropped the second atomic bomb
- postwar** period after a war
- Selective Service and Training Act** law passed by President Roosevelt and Congress to draft men into military training
- strategy** plan
- V-E Day** the day Germany's surrender became official, May 8, 1945
- V-J Day** the day Japan surrendered, August 14, 1945

Who's Who in World War II

Winston Churchill	Josef Mengele
Adolf Eichmann	Benito Mussolini
Dwight D. Eisenhower	George Patton
Adolf Hitler	Franklin D. Roosevelt
Douglas MacArthur	Harry S Truman



Introduction

When the war broke out in Europe and Asia, the United States publicly adopted a policy of **isolationism**. Many Americans did not want to become involved in the problems of Europe and Asia. They felt this way for several reasons. The Depression was still on, and most Americans were more concerned with their own economic well-being than with the fighting on foreign soil. In addition, many Americans still remembered World War I and its terrible destruction. Also, many Americans believed that the Atlantic and Pacific oceans would protect the United States from attack by the dictators of Germany, Italy, and Japan.

The United States Policy toward the Soviet Union

The United States had severed relations with Russia following the Russian Revolution in 1918. In 1933 President *Franklin D. Roosevelt* restored diplomatic relations with the Soviet Union. The United States wanted to begin trading with the Soviet Union. In addition, the United States hoped the Soviet Union might help stop Japanese expansion in Asia.

The United States and Europe



The United States feared another world war.

The United States was worried about the new dictators in Europe, especially *Adolf Hitler* in Germany and *Benito Mussolini* in Italy. These countries were building up their militaries and by 1935 were attacking and attempting to take over other countries. The United States feared that the aggression of Germany and Italy would lead to another world war.

Neutrality Acts

In 1937 the United States Congress passed the Neutrality Acts to keep the country neutral and prevent it



from being drawn into war. A neutral nation does not take sides in a war. The laws prevented Americans from traveling on ships of warring nations. They also prevented Americans from selling munitions to warring countries.



"A Good Time to Look at Them"

The United States was very concerned about the aggression of Hitler, Mussolini, and the Japanese but was not yet ready to do much about it.

Courtesy of the J. N. "Ding" Darling Foundation

However, the United States secretly shipped supplies to the Allied forces. The military also spied on the **Axis Powers** of Germany, Italy, and Japan. Many ships were attacked in the Atlantic Ocean including United States cargo, passenger, and navy ships, but this was largely kept from the United States citizens so they would not be alarmed. The United States needed more time to build their military before total involvement in World War II.



World War II Begins in Europe

In 1939 Germany invaded Poland. As allies of Poland, Great Britain and France immediately declared war on Germany. World War II had begun in Europe.

Germany's leader, Adolf Hitler, continued to invade other countries. Between 1933 and 1942, Hitler invaded and took over 15 countries. France surrendered to Germany in 1940, leaving Great Britain to fight Germany alone. Germany began to attack Great Britain by bombing its cities, factories, and seaports.



Germany's leader, Adolf Hitler, continued to invade other countries.

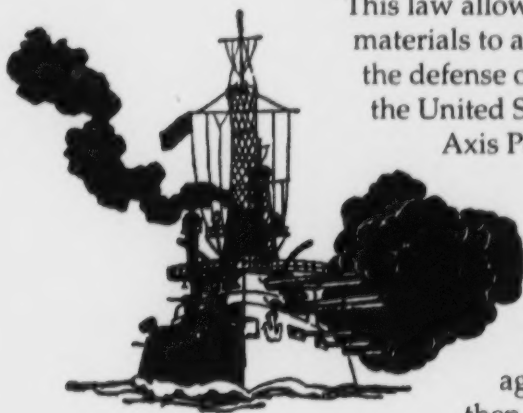
Courtesy of the J. N. "Ding" Darling Foundation



The United States Prepares for War

In 1940 Franklin Roosevelt was elected President for the third time. The President and the Congress grew more concerned as Hitler's "war machine" marched through Europe while Japan captured countries in Asia. The Axis Powers' military success prompted the Congress to spend money to increase the American military. They began spending one billion dollars to build a navy large enough to battle on both the Atlantic and Pacific oceans. They also passed the **Selective Service and Training Act**. This law drafted men between the ages of 21 and 35 into military training.

In 1941 Congress passed the Lend-Lease Act. This law allowed the United States to ship war materials to any country that was important to the defense of the United States. The law let the United States aid countries fighting the Axis Powers.



In December of 1941, Japan attacked the United States at Pearl Harbor. The President asked the Congress for an immediate declaration of war against Japan. Germany and Italy then declared war on the United States.

Wartime Conferences

The **Allied Powers** included the United States, Great Britain, France, and the Soviet Union. These countries became Allies after each was attacked by an Axis country. The leaders of the Allied Powers held several conferences during World War II. At these conferences, they discussed plans for the war and for the **postwar**, or period after the war.

One agreement between President Roosevelt and *Winston Churchill*, the Prime Minister of Great Britain, was called the *Atlantic Charter*. In this charter, they agreed to work together to establish a just peace after the Axis Powers were defeated.



Winston Churchill, the Prime Minister of Great Britain



War on Two Fronts

The United States had to fight the war on two *fronts*, or in two places. One front was in Europe and North Africa against Germany and Italy; the second front was in Asia and the Pacific against Japan. On either front, the United States military had to transport soldiers and supplies across the oceans. The United States decided to fight the war in Europe and North Africa first and then move against Japan in the Pacific.

The American Allies fought Germany and Italy first in North Africa. By July of 1943, the Allies were in control of North Africa and had invaded southern Italy. The Allies lost 70,000 men in the invasion. In September of 1943, the Italian government surrendered to the Allies. In 1945 Benito Mussolini was captured and shot by a group of Italians.



The Normandy Invasion



Dwight D. Eisenhower

One of the most important battles of the entire war was the invasion of France at Normandy. The Allied Supreme Commander, General *Dwight D. Eisenhower*, sent the largest military force in history into France to battle Germany. An army of 176,000 men aboard nearly 5,000 ships crossed the English Channel on June 6, 1944.

They received air cover from 11,000 planes.

Fighting was bloody, but the invasion, called **D-Day**, was a success. It allowed the Allies to begin its main attack into Germany. Eleven more months of fighting lay ahead.

The War Continues and President Roosevelt Dies

In 1944 President Roosevelt won his fourth term in office. The pressures of the war, however, caused Roosevelt to fall ill. He went on vacation to Warm Springs, Georgia, where on April 12, 1945, he



*President
Franklin D. Roosevelt*



died suddenly. The nation was saddened by his death. The new President was *Harry S Truman*, who had been Vice President under Roosevelt.

Germany Is Defeated

The United States, Great Britain, and France continued to invade Germany from the west. The Soviet Union invaded Germany from the east. The two forces met at the Elbe River in central Germany on April 25, 1945. The German army was crushed. Adolf Hitler escaped capture by killing himself.



President Harry S Truman

V-E Day

Germany surrendered to the Allies on May 7, 1945. The next day, May 8, was declared **V-E Day**, or Victory in Europe Day in Great Britain, France, and the United States. May 9 was celebrated as V-E Day in the Soviet Union. The Allies had won the war and began preparing to help Europe establish the peace.

Concentration Camps

When the Allies entered Germany, they discovered more than 100 **concentration camps** like Auschwitz and Maidanek, and **death camps** like Treblinka and Chelmno and their horrifying truth. These concentration camps served as death prisons and death camps, or killing centers, with large gas chambers and crematoriums, or ovens, to burn the bodies of the victims.

The healthy Jews, or about 10 percent of the new arrivals, had been made to work as slaves and were then eventually starved and killed. All others, including all children and older people, were sent immediately to be killed at death camps.



Note the following two maps. The first one shows the locations of concentration camps and killing centers. The second map shows the deaths per country.



Concentration Camps and Killing Centers

Courtesy of South Carolina Department of Education

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*Holocaust Deaths per Country**

Courtesy of South Carolina Department of Education

*See map on page 55 for names of countries.



Pincus Kolender

Following is an account by Pincus Kolender, a concentration camp survivor who lives in South Carolina today. Pincus and his wife Renee Kolender, also a concentration camp survivor, said,

“When our children were young, they always used to ask how come people have grandfathers and grandmothers and we don’t. So we explained to them our experiences and they understood.”

Pincus Kolender lived in Poland and came from a very religious, poor family. He was born in Bochnia, one of Poland’s largest cities, in 1926. He had two brothers and a sister. Bochnia had a large Jewish community with many synagogues, Jewish houses of worship, and many schools for Jewish children. Although his family always experienced some anti-Semitism, his early life was happy. Pincus was 14 years old when his family was forced to move to the Bochnia ghetto. Unlike some other families, his family was not required to move to another city because the ghetto was in his hometown.

In 1942 Pincus and his brother were taken from the Bochnia *ghetto* where they had lived for about two years to the Auschwitz (Ow-Switch) concentration camp in Poland. In the following account he describes his life in Auschwitz and how he survived and eventually served in the United States Army.

Pincus at Auschwitz

When we left the ghetto, they put us on cattle trains. They packed 100 to 120 people into a sealed car. There was no food on the train. Fortunately it took us only about two days to get to the concentration camp. Trains from places farther east or south, like Greece, sometimes took 10 days. Many of the people on these trains did not survive the trip.

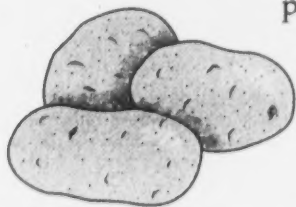
When we got to Auschwitz, we had to undress completely and line up before the gate. We had to line up in fives. A Nazi officer was pointing left, right, right, left. I was fortunate. I went to the right. The ones to the left went to the crematorium. The ones to the right went into the camp.



It was dark, but I could see the people to the left were mostly elderly or young children, so I realized that we were going into the camp. Inside the camp first they shaved our hair. We were stark naked and they tattooed us. I am 161253. They gave us cold showers. It was November. Bitter cold. Then they put us in striped uniforms and took us into Birkenau (Beer-Kin-Now), the killing center at Auschwitz. I was fortunate. After I had been there four weeks, they picked several hundred men to go to Bunno, another part of Auschwitz. It was a labor camp and they gave us a little better food. The barracks were a little nicer. There were about 300 or 400 men to a barrack. We had double or triple bunks. The bunks were actually single beds, but two people had to sleep on one bunk.

The capos woke us at five o'clock each morning. The capos were prisoners who were in charge of the barracks and the work groups. They were mostly Germans, Poles, and some Jews. The Nazis assigned them to guard us. In the morning they gave us one piece of bread mixed with sawdust to eat. We also got a piece of margarine and a cup of coffee. It was not real coffee. We had to work until the evening. In the evening we got soup. If we were fortunate, we might

sometimes find a few potatoes and a piece of meat in the liquid. Most of the time it was just hot water and a few potatoes. For that we had to work nine or 10 hours a day. When we first came there, we worked unloading gravel and coal from trains. If you didn't finish your assigned task, you got a beating.



"If we were fortunate, we might sometimes find a few potatoes and a piece of meat in the liquid."



The first few months I thought I wouldn't make it. For me at Auschwitz the worst enemy was the cold. It was bitter cold. There was also hunger and there were the beatings. But the worst thing was the cold. I had one striped jacket, no sweater, just an undershirt and a thin, striped coat. We worked outside when it was often 10 to 15 below zero. People just froze to death.

The hunger was also terrible. We used to search for a potato peel and fight over it. We were constantly, 24 hours a day, always hungry. We would think about food and dream about it.

To survive in Auschwitz you had to get a break. My break came when I met a friend of mine from my hometown. He gave me the name of a man who had been in Auschwitz for a long time and was a good friend of my family. At Auschwitz, he supervised other inmates. I went to see him and asked if he could give my brother and me different jobs. Lucky for me, he gave us work making metal cabinets. Our job was to carry things. We were not cabinet makers, but we did the lifting. It was indoors. I don't think I could have survived the winter doing more outdoor work. I think he saved my life.

Every few months we had what they called a selection. They came into the barracks and picked out the people who looked very skinny and couldn't work anymore. They looked you over, and if they didn't see much fat on you, they put down your number. The next morning they came with trucks, picked up these people and put them right in the crematorium. It was heartbreaking.

In January, 1945, the Russian offensive started. When the Russians came close to Auschwitz, the Germans took us from the camp and marched us west away from the approaching army. They moved us out in a dead march. We marched a whole night to the Polish city of Gleiwitz, about 70 miles away. My brother kept saying to me, "Let's escape." I kept telling him that this was not the time because I knew we were still in German territory.



I said, "Where are you going to hide? The population, they are not friendly." But he wouldn't listen. Suddenly I didn't see him anymore. Since then I lost him. I was with him the whole time in Auschwitz.

They put us on a cattle train in Gleiwitz and took us to Germany. It took 10 days. They packed us about 150 people to a car with no food. Fortunately for us the cars were open. Everybody had eating utensils. I had a string. At night while the German guards were sleeping, we attached the string to a plate and scooped up snow. That kept us alive. You can live without bread for a long time but not without water. Finally we got to Nordhausen, a large German concentration camp. We were there about 10 days, and then they sent us to a camp called Dora in the mountains. The Germans were making V2 missiles there. We did hard labor, digging tunnels into the mountains. We worked there from the end of January until April, 1945.

Pincus Is Liberated

It was a Friday morning, April 20, Hitler's birthday. The SS came and gave us an extra pat of margarine in honor of the Führer. The British army was approaching so they began moving us again. We were on the train packed 100 to a car. All of a sudden we heard sirens. American fighter planes came and started strafing our train. [Strafing means to attack with machine gun fire from an airplane.] They didn't know there were prisoners on the train. While they were strafing us, the two SS guards hid under the wagon.

Something told me, maybe it was instinct, "This is your chance. Run." I jumped out of the train and ran about three miles. Several others jumped too. The fighter planes strafed us. I could see the bullets flying



"Something told me, maybe it was instinct, 'This is your chance. Run.' I jumped out of the train and ran about three miles."



practically right by my nose. But I kept going. This was my only chance. All I had on was shorts. I didn't even have a shirt because it was very hot in the train and I was barefooted. But I kept running.

I met another fellow who had also escaped. We started walking. It was already late in the morning. We were hungry and cold. We saw a farmer's hut. We went into the farmhouse. The Czech farmer helped us a lot. He gave us food and clothes and kept us warm for about a day. We were skin and bones. If the Germans had caught the farmer hiding us, he would have been executed.

The next morning we had to leave because the Germans were searching for us. Although the war was almost over, they still came into the village looking for prisoners. The farmer found out about it. That night he took us into the forest and gave us a shovel. We dug a deep hole. He gave us blankets, and we slept there for two weeks. Every night he brought us food until the American soldiers came.

The Americans came on May 5, 1945 to Czechoslovakia. The Fifth Army, General *Patton's* army, liberated us. Five years later when I came to America, I was drafted. I served in the Fifth Army.

Courtesy of the South Carolina Department of Education

The Genocide

By 1945 two out of every three European Jews had been tortured, gassed, shot, or burned, as were five million Gentiles or other targeted groups considered "undesirables." Between 1933 and 1945, more than three million Soviet prisoners of war were killed because of their nationality.

Poles, as were other Slavs, became targets for slave labor, and almost two million died. Up to a half million Roma and Sinti (Gypsies) and at least 250,000 people who were mentally and physically challenged were also victims of **genocide**. Homosexuals and others considered to be "anti-social" were also persecuted and often murdered. In addition, thousands of political and religious dissidents such as Communists,



Socialists, trade unionists, and Jehovah's Witnesses were persecuted for their beliefs and behavior, and many died as a result of maltreatment.

Over 11 million people had died; six million of them were Jews, and between one and a half million and two million were Jewish children. The Jews were not the only victims of Hitler but the

only group the Nazis wanted to destroy entirely. Most of the systematic genocide, or deliberate killing of a particular group of people, took place in only four years. Each person was an individual, an individual who had dreams, who had a life, who had a family.

The **Holocaust**, as the mass murders became known, shocked the world as its gruesome details were discovered. The Nazis had deliberately set out to destroy the Jews for no other reason than their religious and ethnic

heritage. The record of the Holocaust's mass murders serves as a reminder of the monstrous results of prejudice and intolerance.

German doctors had dictated life or death at the railroad sites carrying trainloads of Jews. The doctors chose adults and children (many of them twins) on which to perform horrifying criminal medical experiments that were certain to kill their subjects (see *Joseph Mengele* on next page). The experiments had



A few of the 40,000 Polish children imprisoned in Auschwitz before being deported to Germany.

Main Commission for the Investigation of Nazi War Crimes in Poland, courtesy of the USHMM Photo Archives



Inmates at Buchenwald concentration camp a few days after their liberation, April 16, 1945. Elie Wiesel, today a Nobel Prize winning author, lies seventh from the left on the second tier of bunks.

Courtesy of the USHMM Photo Archives



little scientific value but to discover how much torture a victim could endure until death. No place on Earth had such an unlimited availability of people whose cries went unheard.

In 1945 and 1946, the Allies held war crime trials in Nuremberg, Germany. As a result of the *Nuremberg Trials*, 12 Nazi leaders were sentenced to death. Thousands of other Nazis were found guilty of war crimes. The Nuremberg Trials were published around the world. The testimony went on for 10 months. It revealed evidence of slave labor, medical experiments on human beings, forced starvation, and mass murder. Trials of less important Nazi officials, such as guards at concentration camps, German military officers, and doctors who conducted medical experiments, continue to this day. Similar trials took place in Japan and Italy. (See Appendix D for excerpts from the prison diary of Nazi war criminal *Adolf Eichmann*, who was in charge of the Final Solution.)

Joseph Mengele

Joseph Mengele (1911-1979) was a German war criminal. From 1943 to 1944 he was a chief physician at Auschwitz concentration camp. There Mengele selected 400,000 persons to be killed. Inmates called him "The Angel of Death." He conducted terrifying, inhumane experiments on Jews, twins, dwarfs, giants, and many others. Some of the experiments were to see how long someone could survive in ice cold water. He also tried to change children's eye color by injecting chemical into their eyes. After World War II, Mengele was captured but escaped to South America. Despite international efforts to track him down, he was never captured again. He lived in Argentina, Paraguay, and Brazil under various aliases. In 1985 an international team of forensic scientists identified the body of a man who had drowned at a Brazilian beach in 1979. While the body was identified as Mengele, many do not believe he is dead because the evidence was inconclusive.

American Soldiers Liberate Buchenwald Concentration Camp

The following reading is part of an interview with a South Carolinian who helped liberate concentration camps in Germany and Austria at the end of World War II. Most people know Strom Thurmond for his close to 40 years as a United States Senator from South Carolina. However, in 1944, he was serving his country in the army as a member of the 82nd Airborne Division. In the following interview he describes what he saw at Buchenwald (Boo-Kin-Wald) concentration camp in Germany (see Appendix E for another liberator's account).



Senator Thurmond at Buchenwald

Thurmond: I was with the First Army all through the war in Europe. The First Army uncovered the Buchenwald concentration camp, which is located some miles from Leipzig, Germany.

In looking over the camp, I was told that most people died from starving. There must of been several hundred people who had died from starvation stacked up like cordwood. A big pile of dead people and some of them were not dead. Some were barely living, and some of our doctors were able to save some of those people. I never saw such a sight in my life.

Interviewer: *When did you get over there?*

Thurmond: I landed on D-Day with the 82nd Airborne Division in Normandy, and we took that part of the country there in France. We went through Paris and into Belgium. That's when the Battle of the Bulge occurred. We were stopped in Belgium, and we had to drop back. That was a terrible fight, the Battle of the Bulge, but we stopped them.

Then we went back through Belgium and on from one place to another until we finally crossed the Rhine River into Germany. Then we got near Berlin and sat on the banks of the river while the Russians took it. That was the order General Eisenhower gave. We were disappointed we didn't have the honor of taking Berlin.

Interviewer: *Then you went on from Berlin to Buchenwald?*

Thurmond: That's right.



Interviewer: *The First Army came to Buchenwald and you liberated the camp.*

Thurmond: We got there right after it was liberated. Some troops ahead of us had just liberated it. That's when I witnessed these things I'm telling you about. I just can't imagine how any person could be so inhuman as to do to those people what I saw.

Interviewer: *At Buchenwald did you have an opportunity to speak to any of the survivors or have contact with any of the survivors?*

Thurmond: The survivors were lying on the ground and were so weak they couldn't talk. The doctors had a difficult time telling whether they were living or dead, but they could detect that a few of them were living, and, of course, they were taken and treated and helped anyway they could.

Interviewer: *Did you remain there some time?*

Thurmond: No, we remained there long enough to survey the situation and to determine it was stabilized. Then others came in and took over the actual work of removing the bodies. The medical corps was still trying to tell who was dead or alive among those who were piled up like cordwood, a great high wall of people, some barely living, others dead.

Interviewer: *Could you tell me some more about how people reacted in your group?*

Thurmond: We wondered why the German people in Leipzig didn't know what was going on. If they did know, why they didn't do something about it. Some of them claimed they didn't know about it, and they



may not. But others were scared to do anything or take any part. Some of course were indifferent and were trying to save their own lives.

Interviewer: *Do you have any idea how many people were left there by the time you got there?*

Thurmond: They disposed of them as they died. This particular pile of people must of been several hundred.

Courtesy of South Carolina Department of Education



The dead found by American soldiers.



The dead stacked in a cart.

Courtesy of Tallahassee Jewish Federation



Consequences of Acting or Not Acting

The Holocaust was not simply the logical and inevitable consequence of unchecked racism. Various factors contributed to the Holocaust and had been built upon gradually from racism:

- combined with century-old bigotry
- renewed by a nationalist trend in Europe during the last half of the 19th century
- fueled by Germany's defeat in World War I and its national humiliation following the Treaty of Versailles after World War I
- made worse by worldwide economic hard times, the ineffectiveness of the German Weimar Republic (1919-1933), and international indifference
- ignited by the political charm, strong military control, and manipulative propaganda of Adolf Hitler's Nazi Germany

Just because the Holocaust happened does not mean it was inevitable. The Holocaust took place because individuals, groups, and nations made decisions to act or not to act. At best, less than one-half of one percent of the total population of non-Jews under Nazi occupation helped to rescue Jews.

Decades later, the Holocaust stands to remind the world of the consequences and what can happen if hate, *xenophobia* (unreasonable fear and hatred of strangers and foreigners), and anti-Semitism are tolerated. Today, the world still receives reports of the suffering of innocent people at the hands of governments. No person or nation can afford to turn their eyes or ears away without expecting a repeat of genocide in some part of the world.



The War in the Pacific

In the Pacific, the Japanese had captured one island after another. The war against Japan had to be fought across the Pacific Ocean. This required a vast fleet of ships and aircraft. The Japanese attack at Pearl Harbor had destroyed or damaged many American ships and planes. The Japanese won a series of victories after the bombing of Pearl Harbor, December 7, 1941. Consequently, the United States had to rebuild its fleet. However, after the Battle of Midway, the Allies took the offensive in the Pacific.



World War II in the Pacific



By 1943 The United States was defeating Japan in the Pacific. The navy and marines captured Tarawa, Kwajalein, and Saipan. United States General *Douglas MacArthur* defeated the Japanese in the Philippine Islands in October of 1944 but at a high cost in American lives. Five thousand men died taking the tiny island of Iwo Jima in early 1945. The battle for Okinawa cost 11,000 American troops.

The Atomic Bomb

The United States military had to decide on a **strategy**, or plan, for forcing Japan to end the war. The military estimated an invasion of Japan would result in the deaths of millions of people on both sides.

President Truman learned that scientists had developed a powerful new weapon called the **atomic bomb**. The atomic bomb could destroy Japan's ability to fight.



mushroom cloud from an atomic bomb

It would also, however, kill and wound thousands of Japanese civilians. On the other hand, if the United States had to invade Japan, thousands and thousands of American and Japanese lives might be lost on both sides. After much thought,

President Truman gave the order to use the bomb to end the war. The decision to use the bomb reflected the reasoning that the bomb would bring a speedy end to the war and help determine the grounds for peace.

On August 6, 1945, the first atomic bomb was dropped on **Hiroshima**, Japan (see Appendix F for eye-witness accounts of the bombing of Hiroshima). The city was destroyed and almost 80,000 Japanese died instantaneously in the blast. By the end of 1945, more than 140,000 people would die as a result of the attack. In spite of the devastation, Japan did not surrender. Three days later, a second bomb was dropped on the city of **Nagasaki**. In that bombing, 35,000 died instantaneously. By the end of 1945, more than 200,000 had died as a result of injuries and radiation poisoning caused by the atomic blasts. Environmental and psychological effects of these bombings are still felt today.

Faced with this awesome destruction, the Japanese finally decided to surrender. The victory over Japan, or **V-J Day**, took place on August 14, 1945. With the defeat of the last Axis Power, World War II came to an end.



The Cost of the War

World War II was the most destructive war in history. Hundreds of billions of dollars were spent to fight the war, but the loss of life was a greater cost. It is estimated that 60 million soldiers and civilians died. The United States lost 292,000 lives in the fighting, and more than 670,000 Americans were wounded.

Summary

The United States tried to remain neutral when war broke out in Europe in the 1930s. But President Roosevelt and the United States Congress grew concerned about the threat to American allies. Then, after Pearl Harbor was attacked by Japan, the United States joined the Allies in the war against the Axis Powers—Germany, Italy, and Japan. Germany surrendered to the Allies on May 8, 1945, and the horrors of the Holocaust were revealed in detail, with the genocide of six million Jews and millions of others, including Poles, Gypsies (Roma and Sinti), Soviet prisoners of war, Jehovah's Witnesses, homosexuals, and people with disabilities. The Allies finally defeated the Axis Powers in August of 1945, after the dropping of two atomic bombs on Japan.



Practice

Write a brief **description** of the **terms** below using complete sentences.

1. Neutrality Acts: _____

2. Selective Service and Training Act: _____

3. Lend-Lease Act: _____

4. concentration camps: _____

5. V-J Day: _____



Practice

Circle the letter of the correct answer.

1. An isolationist was a person who _____.
 - a. wanted the United States to help solve problems in foreign nations
 - b. was drafted into the United States military to fight against foreign nations
 - c. tried to keep the United States out of the affairs of Europe and Asia
2. An isolationist would have been in favor of _____.
 - a. the Neutrality Acts
 - b. the Lend-Lease Act
 - c. the Selective Service Act
3. In 1933 President Roosevelt restored diplomatic relations with _____.
 - a. Japan
 - b. Soviet Union
 - c. Germany
4. Adolf Hitler was the dictator of _____.
 - a. Soviet Union
 - b. Japan
 - c. Germany
5. The United States sent war goods to help _____.
 - a. Germany
 - b. Great Britain
 - c. Italy
6. Between 1933 and 1942, Germany took more than 15 countries, including _____.
 - a. France
 - b. Great Britain
 - c. Japan



Practice

Answer the following using complete sentences.

1. What are two reasons the United States restored relations with the Soviet Union? _____

2. What are two reasons the United States was worried about events in Europe *before* entering World War II? _____

3. How did Germany carry out attacks against Great Britain? _____

4. How many times had President Roosevelt been elected by 1940? _____

5. Why did the President ask Congress to declare war on Japan in 1941? _____



Practice

Match each **country** with the correct **military alliance** in World War II. Write the letter on the line provided.

_____ 1. Italy

A. Allied Powers

_____ 2. United States

B. Axis Powers

_____ 3. Japan

_____ 4. Germany

_____ 5. Soviet Union

_____ 6. Great Britain

_____ 7. France



Practice

Use the list of **world leaders** to write the correct name of the world leader for each description on the line provided.

Winston Churchill
General Dwight D. Eisenhower
Adolf Hitler
General Douglas MacArthur

Benito Mussolini
Franklin Roosevelt
Harry S Truman

1. I served as the Prime Minister of Great Britain during World War II.

2. My sudden death occurred at Warm Springs, Georgia.

3. I became President when Roosevelt died.

4. I was captured and shot by a group of Italians.

5. Under my command, Allied forces invaded France in 1944.

6. I died by killing myself. _____
7. I defeated the Japanese in the Philippine Islands in October of 1944.



Practice

Write **True** if the statement is correct. Write **False** if the statement is not correct. If the statement is **false**, rewrite it to make it true on the lines provided.

- _____ 1. President Roosevelt and Prime Minister Churchill were enemies during World War II.

- _____ 2. The United States had to fight the war on one front in Europe and a second front in Asia.

- _____ 3. The Fascist leader of Italy was killed by the Germans.

- _____ 4. The Normandy Invasion, D-Day, had the largest military force in history.

- _____ 5. Many Americans were sad to learn of President Roosevelt's death.

- _____ 6. The United States concentrated on fighting the war in Asia before fighting the war in Europe.



Practice

Use the **list** and **chart** below to place the events in **chronological order** on the chart. Write the **date** beside each event.

V-E Day
Normandy invasion
France surrenders to Germany
Italy surrenders to the Allies
President Roosevelt dies
Japan attacks Pearl Harbor

Event	Date
1.	
2.	
3.	
4.	
5.	
6.	



Practice

Use the **information** below to answer the following using complete sentences.

The Holocaust

The term *holocaust* refers to a total destruction and loss of life. Adolf Hitler wanted to develop a master race in Germany. He hated Jews and wanted to kill all of them. His special police rounded up Jews all over Europe and imprisoned them in concentration camps. The Nazis tortured and murdered Jews in the camps. Some were shot, hung, and injected with poison. Others died as a result of horrible medical experiments by Nazi doctors in search for ways to improve the master race.

The Nazis used gas chambers to kill men, women, and children. They shaved the victims' heads and used the human hair to make blankets. They took the gold from the teeth of the dead people. They burned the bodies in huge crematoriums, or ovens, and used the ashes of the dead as fertilizer in the fields.

Six million Jews and millions of others considered undesirable were murdered in the Nazi concentration camps. The camps were discovered when the Allies entered Germany. The truth of the camps was so awful, many people refused to believe they existed. However, photographs and films revealed the horrors of the Holocaust in Nazi Germany. The record of the Holocaust continues to serve as a reminder of the devastating results of prejudice and intolerance. The lesson of the Holocaust cries out in two words: never again.

1. What did Hitler want to do in Germany? _____



2. Whom did the Nazis force into the camps? _____

3. How were the prisoners of the camps treated? _____

4. About how many Jewish people died? _____

5. What factual evidence is there that these camps existed? _____

6. Why do you think this period was called the Holocaust? _____



Practice

Use the account by Pincus Kolender on pages 57-61 to answer the following using complete sentences.

1. In his account about life in the death camp, Pincus said, "To survive Auschwitz, you had to get a break." What did he mean? _____

2. What was his break? _____



Practice

Use the **interview with Strom Thurmond** on pages 64-66 to answer the following using complete sentences.

1. Judging from Strom Thurmond's answers, how do you think he felt about what he saw? _____

2. What were some of the reactions of the people in his group?



Practice

Read the poem below by Martin Niemöeller to answer the following using complete sentences.

First they came for the Communists
and I did not speak out—
because I was not a Communist.
Then they came for the Socialists
and I did not speak out—
because I was not a Socialist.
Then they came for the trade unionists
and I did not speak out—
because I was not a trade unionist.
Then they came for the Jews
and I did not speak out—
because I was not a Jew.
Then they came for me—
and there was no one left
to speak out for me.

1. According to Niemöeller, why do you think it is important to speak up when injustice is being done? _____



2. What are the risks of speaking up? _____

3. What are the benefits? _____

4. Why should groups that are unpopular or seen as immoral be protected by the American Constitution? _____



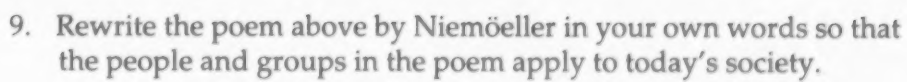
5. At what point should a certain group not receive constitutional protection? _____

6. Should hate groups such as the Ku Klux Klan and the American Nazi Party receive protection to exist and speak out under the First Amendment? Support your answer with examples from history and if possible from court cases that have commented on these topics.



7. List some groups in our national and global societies today that have suffered or are suffering injustice at the hands of authority.

8. What steps do you feel should be taken to correct the injustice you described? _____

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Practice

Read the **article** below to answer the following pages using complete sentences.

One Vote: One Person Can Make a Difference

Elections are losing popularity, though they have become more important than ever. One reason people often give for not voting is that they believe that one vote won't make a difference. They are *wrong*. In England, King Charles I was beheaded in 1610, and King George I was placed on the throne in 1714, both by *one* vote. Six American Presidents were placed in office by *one* electoral vote or by *one* vote cast in a handful of election precincts: Thomas Jefferson, John Quincy Adams, Rutherford Hayes, Woodrow Wilson, Harry S Truman, and John F. Kennedy. *One* vote saved President Andrew Johnson from impeachment. The United States Senate approved a Declaration of War by *one* vote sending America to war against Mexico back in 1846. The military draft was approved by Congress in 1941 by *one* vote. In one year, 1962, Maine, Rhode Island, and North Dakota all elected governors by a margin of, you guessed, *one* vote per precinct.

Adolf Hitler, a man whose evil destiny set the world on fire, was elected head of Germany's fledgling Nazi party by *one* single vote.

It has been said that people should "act as if the whole election depended on *your* single vote.... History shows that it occasionally does."

Abraham Lincoln, in his Gettysburg Address, said that we have a "government of the people, by the people, and for the people." But if government is truly to belong to the people—rather than the reverse—the people must take an active and educated role in shaping their government.

Source: The March of the Living, Central Agency for Jewish Education, Miami, Florida.
Reprinted by permission.



1. Is one vote important? _____

Explain. _____

2. Can one voice make a difference? _____

Explain. _____

3. How does this reading relate to Holocaust studies? _____



Practice

Circle the letter of the correct answer.

1. The United States fought the war against Japan mainly _____.
 - a. on the ground in Japan
 - b. across the Pacific Ocean
 - c. in the air over Europe
2. Because of the way the war was fought against Japan, the United States needed _____.
 - a. ships and aircraft
 - b. tanks and horses
 - c. cannons and chemical weapons
3. General Douglas MacArthur defeated the Japanese in _____.
 - a. Hiroshima, Japan
 - b. the Philippine Islands
 - c. Pearl Harbor, Hawaii
4. The United States military decided on a *strategy*, or a _____, to end the war.
 - a. plan
 - b. law
 - c. act
5. The strategy to end the war was to _____.
 - a. invade Japan
 - b. use the atomic bomb on Japan
 - c. demand Japan's surrender
6. Japan surrendered after _____ was bombed.
 - a. Nagasaki
 - b. Hiroshima
 - c. Kwajalein



7. The victory over Japan was called _____.
 - a. V-E Day
 - b. V-J Day
 - c. V-A Day
8. The last Axis Power to surrender was _____.
 - a. Germany
 - b. Japan
 - c. Italy
9. The President of the United States who decided to use the atomic bomb to end the war was _____.
 - a. Harry S Truman
 - b. Franklin Roosevelt
 - c. Herbert Hoover



Practice

Use the figures and graph below to create a bar graph and show the loss of lives of various nationalities.

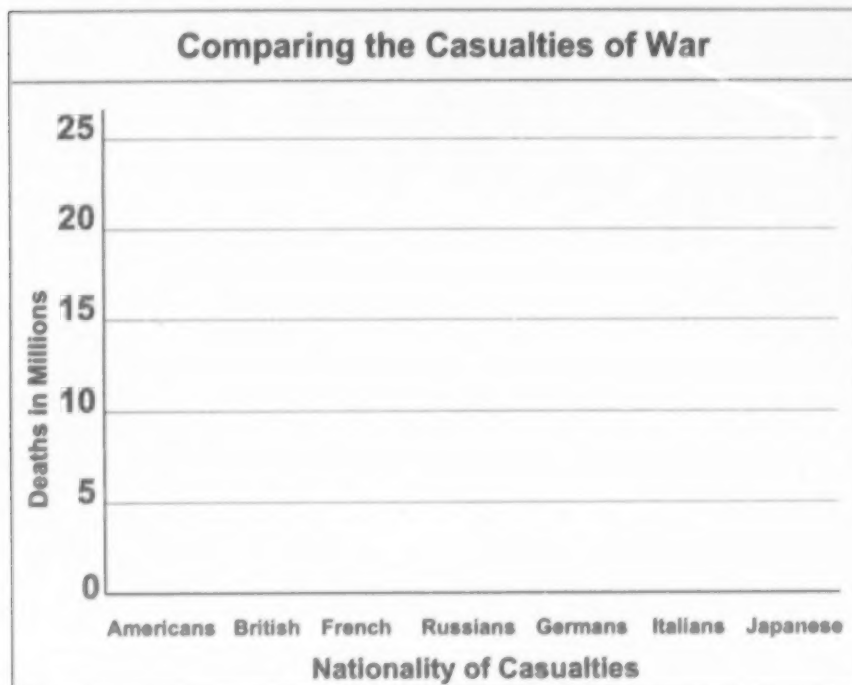
Casualties in World War II

Population	Military Dead	Civilian Dead	Total Dead
Americans	292,000	*	292,000
English	389,000	65,000	454,000
French	211,000	108,000	319,000
Russians	7,500,000	15,000,000	22,500,000
Germans	2,850,000	5,000,000	7,850,000
Italians	77,500	100,000	177,000
Japanese	1,576,000	300,000	1,876,000

All figures are estimates.

* Very small number of civilian dead.

Source: *The Second World War* by Henri Michel





Practice

Use the **graph** on the previous page to answer the following using short answers.

1. Which Allied country lost the most lives overall in the war?

2. Which Axis Power lost the most lives overall in the war?

3. The United States lost 51,000 in World War I. About how many times more American soldiers died in World War II?

Answer the following using complete sentences.

4. What reason did President Truman give for using the atomic bomb in Japan? _____

5. How many were killed in Hiroshima? _____

6. Do you think his decision was justified? _____

Why or why not? _____



Practice

Use the map and legend below that shows places where World War II was fought to write **True** or **False** next to the following statements.



- _____ 1. Most of Europe was under German and Italian control.
- _____ 2. The Axis Powers did not take any lands in Africa.
- _____ 3. Japan expanded almost into India.
- _____ 4. Germany took control of Great Britain.
- _____ 5. Australia was in no danger of Japanese attack.

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- _____ 6. There was no invasion of Germany from the east.
- _____ 7. The Allies invaded both Africa and Europe.
- _____ 8. None of the countries in Europe was neutral.
- _____ 9. The war was fought in three of the world's oceans.



Practice

Use the **map** on the previous practice to answer the following using complete sentences.

1. Why isn't the continental United States shown on this map? _____

2. Why was it necessary for the United States to build a large fleet of ships and aircraft? _____

3. What reason can you give for calling this war World War II?

4. After studying the map, why would you favor or oppose the use of the atomic bomb to end the war? _____



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|---------------------------------------|
| _____ 1. a powerful bomb that uses the energy suddenly released when atoms split | A. Allied Powers |
| _____ 2. alliance formed during World War II between the United States, Great Britain, France, and the Soviet Union | B. atomic bomb |
| _____ 3. city in Japan on which the United States dropped the first atomic bomb | C. Axis Powers |
| _____ 4. city in Japan on which the United States dropped the second atomic bomb | D. D-Day |
| _____ 5. law passed by President Roosevelt and Congress to draft men into military training | E. Hiroshima |
| _____ 6. period after a war | F. isolationism |
| _____ 7. plan | G. Nagasaki |
| _____ 8. the Allied invasion of France on June 6, 1944, to drive out Hitler's armies | H. postwar |
| _____ 9. the day Germany's surrender became official, May 8, 1945 | I. Selective Service and Training Act |
| _____ 10. the day Japan surrendered, August 14, 1945 | J. strategy |
| _____ 11. a policy that advocates freedom from foreign alliances | K. V-E Day |
| _____ 12. alliance formed during World War II between Germany, Italy, and Japan | L. V-J Day |

Unit 3: Life in America during World War II (1941-1945)

This unit emphasizes how the United States shifted its industry to wartime production and how this shift affected life in America.

Unit Focus

- effects of wartime production on science and technology during administration of President Franklin D. Roosevelt
- social, political, and economic effects of World War II on life in America
- contributions of minorities in military during administration of President Harry S Truman
- effects of war on Japanese Americans
- effects of war on American culture





Vocabulary

Study the vocabulary words and definitions below.

442nd Regimental Combat

Team segregated unit of Japanese Americans which fought heroically in Italy and France

civilian a person not on active duty in the military

converted changed

coupon books books issued to help regulate the rationing of scarce products during World War II

Executive Order 8802 outlawed discrimination on the basis of race, creed, color, or national origin in the federal government in 1941

Fair Employment Practices

Commission (FEPC) agency created by President Roosevelt to help African Americans get jobs and fair treatment in federal government and defense factories

GI Bill of Rights a 1944 law that provided financial and educational benefits for World War II veterans; also called the Serviceman's Readjustment Act

internment camps camps in isolated parts of the western and southwestern United States that Japanese Americans on the West Coast were shipped to during World War II due to unfounded fears of sabotage



- noncombat** a person who does not take part in actual military fighting
- rationing** distributing the amount of food, supplies, or money equally
- synthetics** artificial materials such as plastic and nylon
- War Production Board (WPB)** formed to control the production of war materials

Who's Who in Life in America during World War II

Charles Drew

Franklin D. Roosevelt

Albert Einstein

Harry S Truman

J. Robert Oppenheimer



Introduction

Even before the Japanese attacked Pearl Harbor in 1941 and drew the United States into the war, President *Franklin D. Roosevelt* had begun creating agencies to oversee wartime production. As the United States entered the war, additional agencies were set up to plan and regulate the production of war supplies for the United States military and its allies.

The victory by the United States in World War II could not have happened if the entire **civilian** population had not worked hard at home. A *civilian* is a person who is not in the military.

Wartime Production

The nation needed ships, airplanes, munitions, and other fighting equipment. Industry in the United States quickly **converted**, or changed, to produce supplies for fighting the war. Factories and farms produced enough to supply both the United States and its allies.

By 1942 the United States was producing as many wartime products as Germany, Italy, and Japan combined. By 1944 the country was producing *twice* as many wartime products as the Axis Powers. These products included thousands of planes, armored cars, tanks, and artillery, as well as millions of rounds of ammunition.

Science and Technology

World War II required new inventions and technology such as improved radar, sonar devices, and rocket weapons. In 1939 *Albert Einstein*, a Jewish refugee from Hitler's Germany, alerted Roosevelt to the possibility that Nazi scientists were seeking to develop an atomic bomb. This perhaps contributed to the setting up of the Manhattan Project which was a plan to develop the atomic bomb for the United States. The Manhattan Project's scientific director was *J. Robert Oppenheimer*, and by 1945 many scientists had worked long hours to develop the atomic





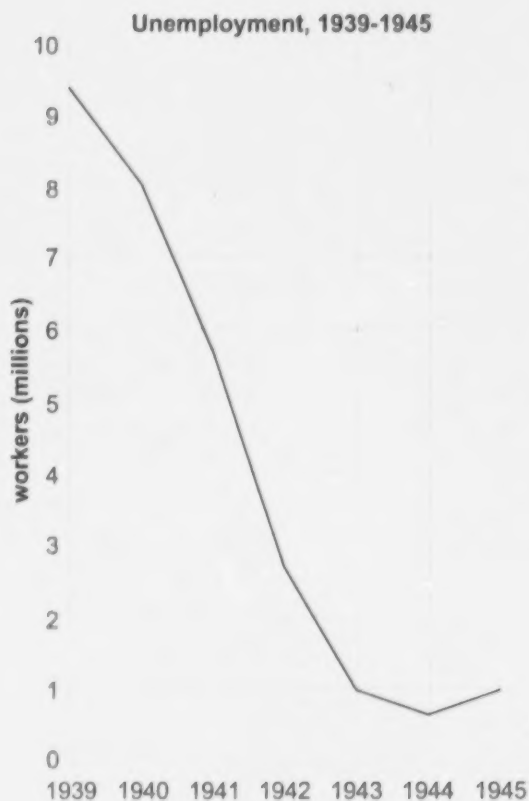
bomb. Interest in space technology grew in part because the military wanted to produce an answer to the deadly V-2 rocket used in the war by Germany.

Scientists also were developing television and computers to aid the military effort. Laboratories produced **synthetics**, or artificial materials, such as nylon and plastic for use in military supplies. In medicine, researchers introduced the "miracle drugs" penicillin and sulfa as new treatments for disease.

Full Employment

Over 15 million men and 350,000 women served in the military during the war. This caused a labor shortage at home, which was filled by minority groups and women. However, there was discrimination against minorities in the federal government. Therefore, in 1941 President Roosevelt issued **Executive Order 8802**, which outlawed discrimination against federal employees on the basis of race, creed, or color.

The **Fair Employment Practices Commission (FEPC)** was set up to enforce the order and to insure that minorities were not discriminated against in defense factories. As a result, many African Americans from the South went north to work in factories. Mexican Americans from the Southwest also moved in to fill jobs.





Almost 19 million women worked in the wartime labor force. They handled a wide variety of jobs held previously by men. They became lumberjacks, welders, and blast furnace operators, and learned to operate heavy and complex machinery. Many worked as doctors, chemists, and lawyers for the first time. During World War II, women began overcoming the stereotype that they were not as able workers as men.

For most Americans, World War II ended the long economic depression. After many years of low employment and difficult economic times, the United States was beginning to prosper.



This post-World War II political cartoon depicts women in the wartime labor force. Half of the women were homemakers who had never before worked for wages. Women proved they could perform jobs traditionally held by men and by the end of the war, women made up one third of the work force.

Courtesy of the J. N. "Ding" Darling Foundation



Government Controls

Government agencies were created to oversee the economy during the war. The **War Production Board (WPB)** was formed to control the production of war materials. This board was essential to the country's victory in the war. It was in charge of switching the country's production from a peacetime one to a wartime one.

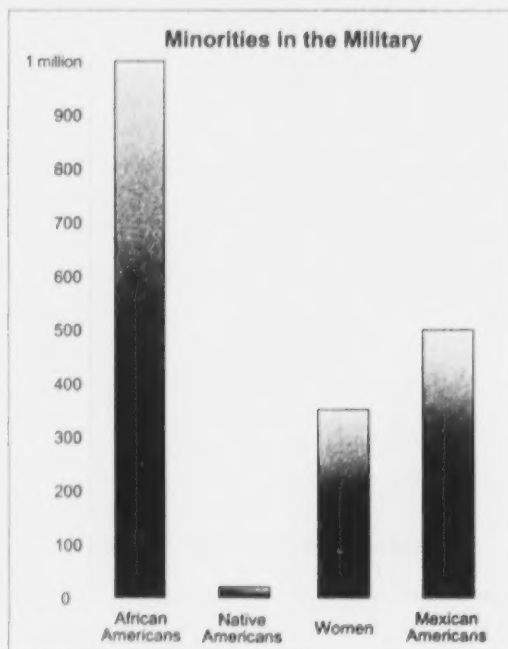
The Office of Price Administration (OPA) helped control the rising cost of living in the United States. The OPA had the right to control wages and prices of goods and services. There was a shortage of many goods such as gasoline, sugar, and meat. The OPA set up a **rationing** system of distributing goods to be sure everyone received a fair share. The OPA issued **coupon books** to help regulate purchases.

Paying for the War

Between 1941 and 1945, the federal government spent more than \$320 billion on the war. This was *twice as much* money as the federal government had spent from 1788–1941 which was 10 times the cost of World War I. To raise that much money, the government increased taxes and sold war bonds.

Minorities in the Military

At least 500,000 Mexican Americans joined the armed services. Almost 25,000 Native Americans, including 800 Native American women, served in the war. Another 75,000 Native Americans worked in defense plants and shipyards. American women also played a large role in the military. More than 350,000 women served in **noncombat** jobs in the Army, Navy, Coast Guard, and Marines. *Noncombat* personnel did not take part in the actual fighting.





JOIN THE ARMY NURSE CORPS

More than 350,000 women served in noncombat jobs in the Army, Navy, Coast Guard, and Marines.

About one million African Americans served in every theater of the war. Despite a segregated military, more than 80 African-American officers and pilots were awarded the Distinguished Flying Cross. Dr. *Charles Drew*, an African-American doctor, developed a system for storing blood plasma, which was badly needed by those wounded in fighting. The contributions of African Americans led President *Harry S Truman* to end segregation in the military in 1948; however, segregation was still practiced in schools, housing, and public facilities all over the United States. Many African-American leaders thought that efforts in World War II would help their cause more than it did.

Dr. Charles Drew (1904-1950)

Dr. Charles Richard Drew (1904-1950) was born near Burlington, North Carolina. Dr. Drew, an African American physician and surgeon, was an authority on the preservation of human blood for transfusion. He conducted research into the properties and preservation of blood plasma while earning his doctorate at Columbia in the late 1930s. He developed efficient ways to process and store blood plasma in "blood banks." In the early years of World War II, he directed and organized the blood-plasma programs of Great Britain and the United States. He tried to get the authorities to stop excluding the blood of blacks from plasma-supply networks.

Japanese Americans

Japanese Americans were one group that did not benefit from the growing opportunities in wartime America. When the war broke out, many Japanese Americans lived on the West Coast of the United States. Although most were United States citizens, they faced severe discrimination. Many Americans feared the Japanese Americans would act as spies for Japan. Some Americans and government officials suspected them of planning to sabotage, or destroy, American war plants.

There was no evidence that Japanese Americans had worked against the United States. However, frightened politicians and military men pressured President Roosevelt into removing them from the West Coast. In 1942 there were 112,000 Japanese Americans who were sent to **internment camps** in the West. Two-thirds of the Japanese Americans sent to internment camps were native-born United States citizens.



Internment camps differed from the concentration camps of Nazi Germany. Japanese Americans were not tortured or murdered. However, the internment camps were like prisons. They were wooden shacks and had only the barest necessities. Food, medical care, and schools were inadequate. The internment camps were also surrounded by barbed-wire fences. Japanese Americans were kept under armed guard until 1944.

Japanese Americans had to sell their homes and businesses at a financial loss. Life in the American camps was extremely unpleasant. The people suffered and were humiliated by the government's actions. Without just cause, the government had violated these people's rights.

Despite this harsh treatment, 25,000 Japanese-American men volunteered to fight for the United States. One-third of the men were from the internment camps; the rest were United States Japanese-American citizens from Hawaii where there was no internment policy. They served heroically as a unit in the **442nd Regimental Combat Team** in Italy and France. The second-generation Japanese



Japanese-American men served heroically as a unit in the 442nd Regimental Combat Team in Italy and France. This unit received more awards than any other division in the history of the United States.

Americans were called *Nisei* (ne sa). The Nisei soldiers suffered more than 9,000 casualties and earned more than 18,000 individual awards. This unit received more awards than any other division in the history of the United States. President Truman welcomed the 442nd home in 1946 with these words: "You fought not only the enemy, you fought prejudice—and you won."

Many Americans were ashamed of the treatment of the Japanese Americans during the war. In recent years, the government has attempted to make up for the discrimination. In 1988 a sum of \$20,000 was paid to each survivor of the internment camps, who also received an apology from the United States government for the harm caused in violating their civil rights during World War II. Their personal and financial losses, however, were far greater.

American Culture

The war renewed prosperity for many Americans. Full employment provided workers with money—a welcome change from the depression years. Marriages increased and the birth rate rose rapidly. However, many of these romances did not survive the long separation. Bad news came in



"Dear John" letters ending relationships. The United States had the highest divorce rate in the world of 31 percent in 1945, double the prewar rate. As a result of the population increases, housing was scarce, and so were desirable goods such as automobiles and chocolate.

In 1944 to ease returning servicemen into civilian life, Congress passed the **GI Bill of Rights**. This provided education and training for veterans paid for by the federal government. It also provided federal loans to veterans buying homes, farms, or businesses.

African Americans made many gains in jobs and in the military. Schools, housing, and public facilities, however, remained racially segregated. Riots occurred in several northern cities where many African Americans had moved to find jobs.



City dwellers found entertainment at movies, theaters, and supper clubs. "Swing" music made Benny Goodman and Glenn Miller popular leaders of dance bands. Teenagers, called "bobby-soxers," made a young singer named Frank Sinatra famous during the war. USO clubs, often hosted by movie stars, assisted and provided entertainment for servicemen.

Summary

The United States shifted its industry to wartime production to prepare for war. Government agencies were created to help direct wartime production, regulate the economy, and pay for the war. Wartime brought new opportunities in labor and the military for women and minority groups. The rights of Japanese Americans, however, were violated.

Scientists invented new weapons, and researchers introduced important drugs. Almost every American was affected in some way by World War II.



Practice

Use the list of initials below to write the name of the **World War II** government agency and describe the **purpose** of the agency on the lines provided.

1. WPB: _____

2. OPA: _____

3. FEPC: _____



Practice

Match each **effect** with the correct **cause**. Write the letter on the line provided.

- | | |
|---|---|
| _____ 1. Factories converted to the production of war goods. | A. African Americans made many contributions during World War II. |
| _____ 2. Goods were rationed by using coupon books. | B. World War II caused a shortage of labor. |
| _____ 3. Roosevelt issued Executive Order 8802. | C. There was a shortage of many goods. |
| _____ 4. Women and minorities entered the labor force. | D. The United States and its allies needed materials to fight World War II. |
| _____ 5. President Truman ended segregation in the military, 1949. | E. Some employees were discriminated against. |
| _____ 6. The government raised taxes, sold bonds, and borrowed money. | F. The government had to pay for the war. |



Practice

Circle the letter of the correct answer.

1. In 1941 Pearl Harbor was attacked by the _____.
 - a. Germans
 - b. Japanese
 - c. Italians
2. Many Japanese Americans faced discrimination mostly _____.
 - a. on the East Coast
 - b. in the South
 - c. on the West Coast
3. Some politicians and military men feared that Japanese Americans would _____.
 - a. sabotage war plants
 - b. return to Japan
 - c. take jobs in industry
4. Thousands of Japanese Americans were _____.
 - a. hired to work because of a labor shortage
 - b. sent to internment camps in the West
 - c. allowed to keep their homes and businesses
5. Thousands of Japanese Americans were _____.
 - a. kept under guard
 - b. tortured and murdered
 - c. treated to extra rations
6. Despite harsh treatment, many Japanese Americans _____.
 - a. earned lots of money during the war
 - b. managed to destroy some wartime plants
 - c. volunteered to fight for the United States
7. After the war, many Americans _____ about the way Japanese Americans were treated.
 - a. were jealous
 - b. were ashamed
 - c. were very proud



Practice

Answer the following using complete sentences.

1. Why did some people fear Japanese Americans? _____

2. Describe at least four ways the Japanese Americans were treated.



3. In your opinion, do you think President Roosevelt should have ordered the internment of Japanese Americans living on the West Coast? Explain and support your response with at least two reasons.



Practice

Use the list below to complete the following statements.

civilian	synthetics
computers	television
Executive Order	V-2 rocket
miracle drugs	War Production Board
noncombat	

1. In addition to improved radar and bombs, scientists developed _____ and _____.
2. Interest in space technology grew out of the _____ used by Germany.
3. Laboratories produced _____ such as nylon and plastic.
4. Penicillin and sulfa were called _____.
5. A _____ is a person who is not in the military.
6. President Roosevelt issued _____ 8802, which outlawed discrimination against federal employees on the basis of race, creed, color, or national origin.
7. The _____ was formed to control the production of war materials.
8. Almost 300,000 women served _____ jobs in the army, navy, coast guard, and marines.



Practice

Answer the following using complete sentences.

1. How did prosperity during the war years compare with the Depression years? _____

2. What happened to the marriage and birth rates during the war years? _____
3. What was the situation in schools, housing, and public facilities for African Americans? _____

4. Who were the bobby-soxers? _____

5. What were USO Clubs? _____



Practice

Match each definition with the correct term. Write the letter on the line provided.

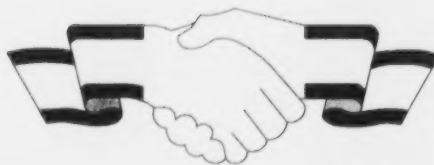
- | | |
|--|---|
| _____ 1. formed to control the production of war materials | A. 442 nd Regimental Combat Team |
| _____ 2. distributing the amount of food, supplies, or money equally | B. civilian |
| _____ 3. changed | C. converted |
| _____ 4. a person who does not take part in actual military fighting | D. coupon books |
| _____ 5. artificial materials such as plastic and nylon | E. Executive Order 8803 |
| _____ 6. a person not on active duty in the military | F. Fair Employment Practices Commission |
| _____ 7. agency created by President Roosevelt to help African Americans get jobs and fair treatment in federal government and defense factories | G. GI Bill of Rights |
| _____ 8. books issued to help regulate the rationing of scarce products during World War II | H. noncombat |
| _____ 9. segregated unit of Japanese Americans which fought heroically in Italy | I. rationing |
| _____ 10. outlawed discrimination on the basis of race, creed, color, or national origin in the federal government in 1941 | J. synthetics |
| _____ 11. provided financial and educational benefits for veterans of World War II | K. War Production Board (WPB) |

Unit 4: Cold War Conflicts (1945-1960)

This unit emphasizes reasons the United Nations was formed and how increasing tensions between the Soviet Union and the United States led them into a Cold War.

Unit Focus

- reasons for post-war formation of United Nations
- aspects of United Nations
- events leading to beginnings of Cold War during administration of President Harry S Truman
- reasons United States developed anti-Communist alliances





Vocabulary

Study the vocabulary words and definitions below.

- Berlin Airlift** in 1948 the United States flew supplies into West Berlin to break the Soviet blockade of roads and waterways leading into the city
- Cold War** battle for influence over and control of smaller and weaker nations between the United States and Soviet Union after World War II; stopped short of armed conflict
- Iron Curtain** an imaginary line separating Communist and non-Communist countries in Europe
- Marshall Plan** sent economic aid to war-torn European countries after World War II; also called *European Recovery Program* (ERP)
- North Atlantic Treaty Organization (NATO)** alliance between United States and 11 other Western European nations to protect one another, particularly from threat of communism
- Truman Doctrine** policy of sending economic and military support to countries resisting communism after World War II



United Nations (UN) an organization of nations that works for peace in the world and tries to solve world problems

veto a vote against something; to refuse to approve

Who's Who during the Cold War

Winston Churchill

George Marshall

Joseph Stalin

Harry S Truman



Introduction

The United States emerged from World War II as a world power. Its factories and land had not been damaged, and its economy was stronger than ever. Americans looked forward to a peaceful and prosperous future. Some wanted the country to return to a position of isolation. To do so, however, would have cut off the United States from trading with other countries. Equally important, the United States realized that all countries needed to work together to ensure that the weapons of mass destruction developed during the war would not be used again. The nations of the world needed to cooperate with one another to establish world peace.

United Nations

In 1945 the former Allied Powers and 50 other nations established the **United Nations (UN)**. The organization worked to solve postwar problems. Today it continues to work for peace in the world and to solve world problems. The UN has six major branches with special duties, as shown on the diagram on the following page.

The UN also has other agencies: the United Nations Conference on Trade and Development promotes world trade; United Nations Educational, Scientific, and Cultural Organization (UNESCO) tries to promote understanding between people of different nations; and the Office of United Nations High Commissioner for Refugees (UNHCR) distributes food, clothing, and health supplies to poorer, war-torn countries; and the United Nations Children's Fund (UNICEF).

The Strength of the UN

The greatest strength of the UN is its desire to help keep the peace between nations. The organization brings member nations together so they can try to solve their problems without going to war. Its special agencies have shared important health and agricultural ideas and aided poor countries.



The greatest strength of the UN is its desire to help keep the peace between nations.

The United Nations

Security Council

Made up of 15 members. There are five permanent members: United States, Russia, Great Britain, France, China; each of these has veto power. The other 10 members have no veto power and are elected to two-year terms.

- investigates situations that threaten peace
- tries to enforce world law
- sets UN policy
- takes action only if no permanent member uses veto power

General Assembly

Made up of delegates from all member nations; each member has one vote.

- serves as main meeting place
- discusses world problems
- suggests actions to Security Council
- votes on actions
- controls UN budget

Secretariat

Made up of the Secretary General and his or her staff. The Secretary General is appointed by the General Assembly for a five-year term.

- handles day-to-day affairs
- coordinates work of all UN agencies

Economic and Social Council

Made up of 54 elected members.

- deals with nonpolitical matters
- coordinates work of special agencies
- cooperates with member nations to improve standards of living
- operates commissions on children, refugees, and human rights
- works for improved economic and social conditions

Trusteeship Council

Made up of members administering trust territories, permanent members of Security Council, and elected General Assembly members.

- administers territories that are not self-governing
- helps these territories work toward independence

International Court of Justice

Made up of 15 members who decide cases by majority vote. They meet in the Hague in the Netherlands.

- tries to settle legal disputes between nations
- gives legal opinions to General Assembly





Checks and Balances of the UN

One aspect of the UN is the **veto** power of the five permanent members that sit on the Security Council. A veto is a vote against something. Any UN action can be stopped if only one permanent member uses its veto. Because of this, some consider the power of veto a weakness of the UN.

Beginning of the Cold War

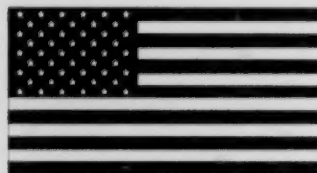
At the end of World War II, the United States and the Soviet Union were the two most powerful countries in the world. Their wartime alliance, however, ended. The two countries began a struggle to influence other countries. They did this partly to better their trade relations with those countries. The Soviet Union also wanted to spread communism; the United States wanted other countries to develop democratic governments. The two nations did not use military force against one another in this war. Instead, this was a war of *ideas*. This battle between the United States and the Soviet Union is called the **Cold War**.

The Cold War



The Soviet Union wanted to spread communism.

The two countries did not use military force in their war of ideas.



The United States wanted other countries to develop democratic governments.

Atomic Energy Controls

The growing differences between the United States and the Soviet Union became clear at the United Nations. The United States was the only nation with the atomic bomb. Other countries wanted their own atomic bomb. The United States, however, wanted to use atomic energy for world good. The United States was also afraid of what other countries would do if they had atomic bombs.

The United States proposed a plan to set up a world agency to control and inspect atomic energy plants everywhere. In return, the United States would destroy its atomic bombs. Russia vetoed the plan but demanded that the United States destroy its atomic bombs anyway. The United States refused.



Broken Agreements

The Allied Powers agreed on plans to handle the problems of the defeated nations such as Poland and Germany. Soon after the war, the Soviet Union began to break these agreements. For example, the Soviet Union broke its promise to allow for democratic elections in territories it had occupied after the war. The Soviet Union felt justified in staying in Eastern Europe. They had suffered more than 20 million deaths and much damage. They felt open to attack from the west and needed friendly neighbors—Communist countries they could control.

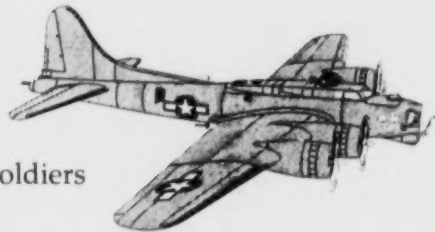
The Iron Curtain

Joseph Stalin, the leader of the Soviet Union, wanted to control the countries around the Soviet Union. He felt that the Soviet Union would be safer with Communist neighbors. At the end of the war, Soviet soldiers occupied seven Eastern European countries. The soldiers would not allow those countries to hold free elections. The Soviets stayed in control and, one by one, the nations became Communist. Prime Minister *Winston Churchill* of Great Britain warned that the Russians were dividing Europe with an **Iron Curtain**, or an imaginary line separating Communist and non-Communist countries that could not be crossed. See map of Iron Curtain countries on following page.

After the war, Germany was split into a Communist and non-Communist country. The Allies divided Germany and its capital city, Berlin, into four zones. The zones would be governed by the Allies until the Germans held free elections. The Soviet Union controlled East Germany and East Berlin. The United States, France, and Great Britain controlled West Germany and West Berlin.

Berlin Airlift

The Soviets wanted East Germany to have a Communist government. They also wanted to take over all of Berlin. In 1948 Stalin decided to force the three other Allies out of Berlin. Soviet soldiers placed a blockade at the border of East

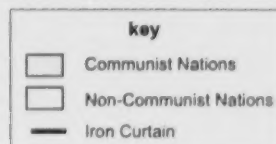




Germany and around West Berlin. The Soviet Union did not allow food or supplies to enter West Berlin. Starting in June of 1948, the United States decided to airlift, or fly in, supplies to break the blockade around West Berlin. The **Berlin Airlift** lasted almost a year before Stalin lifted the blockade.



The "Iron Curtain," 1948



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The conflict between the United States and the Soviet Union developed gradually. Each side tried to win over other countries to their way of government. Both the United States and the Soviet Union built many nuclear weapons, which they used to threaten each other. The Cold War lasted from the end of World War II until 1989, when Soviet Communism ended and the Berlin Wall was torn down.

Courtesy of the J. N. "Ding" Darling Foundation

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The Truman Doctrine

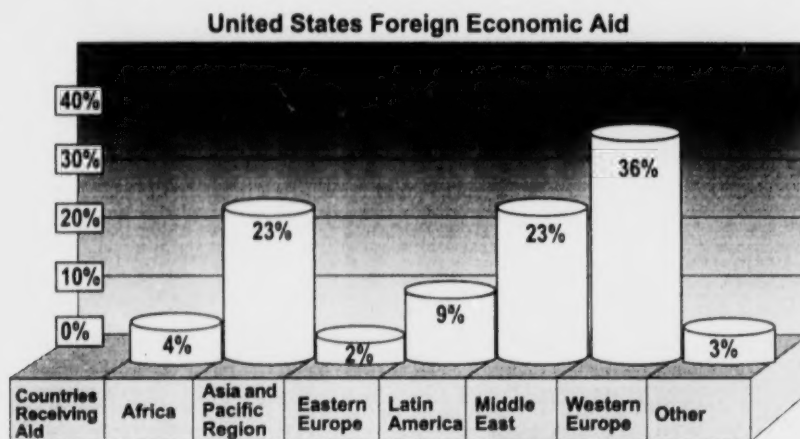
Stalin wanted to spread communism around the world. He tried to set up Communist governments in Greece and Turkey. President *Harry S Truman* feared that if Greece became Communist, then Turkey would also fall behind the Iron Curtain. In early 1947, President Truman acted quickly to send both countries military and economic aid. The aid helped weaken the power of the Communists there. His effort to keep Greece and Turkey free was called the **Truman Doctrine**. The Truman Doctrine led to the *containment policy* against the Soviet Union. It was an attempt to stop the spread of communism around the world.



President *Harry S Truman*

The Marshall Plan

Americans feared that Communists would try to set up Communist governments in the war-torn countries of Europe, including West Germany. The United States government believed that by helping European countries, it could stop the spread of communism. In June of 1947, United States Secretary of State *George Marshall* announced a plan to send economic aid to Europe. Congress approved \$5.3 billion to help rebuild Europe. The *European Recovery Program* (ERP), which became known as the **Marshall Plan**, lasted until 1951. The total cost was \$12 billion, but it helped Europe to rebuild and remain an American ally.



Total for 1945-1965 = \$65.6 Billion Dollars

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In the following years, the United States offered economic and technical aid to the poor, free nations of the world. Billions of dollars went to promote better lives for poor people and stop the spread of communism.

Tensions Increase

At the end of World War II, only the United States had an atomic bomb. In September of 1949, however, the Soviet Union exploded its first atomic bomb. The British arrested a scientist who confessed to giving important secrets about the bomb to the Russians.



In the same year, the Chinese Communists forced the non-Communist Chinese out of China. The head of the non-Communist government was a World War II American ally. The Chinese Communists, friends of Russia, now controlled China. Communist China, too, soon exploded its own atomic bomb.

Tensions between the United States and the Soviet Union continued to grow in the postwar period. While their conflicts remained a Cold War, people feared that the tensions would lead to a nuclear war.

NATO and Other Anti-Communist Alliances

The United States developed a system of alliances, or agreements, to halt the spread of communism. The first alliance was the **North Atlantic Treaty Organization (NATO)** set up in 1949 between the United States and 11 Western European countries. Members of NATO promise to help each other if an enemy attacks.

The United States joined into other major alliances to protect regions of the world. In 1954 the United States and other world military powers set up the Southeast Asia Treaty Organization (SEATO) to protect Southeast Asia against Communist takeover. In the 1960s, the United States renewed the Organization of American States (OAS), an alliance between the United States and Latin America since 1889. For almost 50 years, the United States continued to work to prevent the spread of communism in the world.



Summary

After World War II, the United Nations was formed to help keep peace in the world. However, increasing tensions between the Soviet Union and the United States led them into a Cold War. The Soviet Union wanted to spread communism to other nations. The United States wanted to block the spread of communism. Consequently, the United States offered aid to war-torn and poor countries to help them resist communism. The United States also entered into alliances to protect other countries against Soviet and Communist aggression.



Practice

Use the information below to answer the following using short answers.

Cold War

A *cold war* takes place when two countries engage in war without firing weapons. Instead, the countries fight in other ways. Both try to impose their economic and political systems on other countries. Both want to control territory and wealth. Each country continues to amass large arsenals, or stores of arms, for national defense. In the Cold War between the United States and the Soviet Union, these arms often were nuclear missiles.

This situation developed between the United States and Soviet Union at the end of World War II. The United States was a democratic country in which the people were free to make personal decisions. The Soviet Union was a Communist nation in which the government controlled the people. The Cold War later spread to other countries.

1. What is meant by the term "Cold War"? _____

2. Between which two powerful countries did the Cold War begin?

3. About when did the Cold War begin? _____

4. Why did these countries engage in a cold war? _____



Practice

Read each phrase below. Write **Yes** by each phrase that best describes **political conditions** in a period of **Cold War**. Write **No** by each phrase that does not describe political conditions in a period of Cold War.

- _____ 1. good relations between countries
- _____ 2. countries dislike and distrust each other
- _____ 3. building up arsenals, or stores of arms
- _____ 4. competing for power over other nations
- _____ 5. armed fighting between the countries
- _____ 6. fear among people on both sides

Answer the following using short answers.

7. What are two purposes of the United Nations (UN)? _____

8. When was the UN established? _____

9. What are the six major branches of the UN? _____



Practice

Circle the letter of the correct answer.

1. The General Assembly is made up of _____.
 - a. 15 judges
 - b. delegates from each member nation
 - c. one Secretary General
2. The _____ is responsible for enforcing world law.
 - a. Secretariat
 - b. General Assembly
 - c. Security Council
3. The main purpose of the International Court of Justice is to _____.
 - a. discuss problems and suggest actions
 - b. try to settle legal disputes between nations
 - c. handle day-to-day affairs
4. Each permanent member of the Security Council has veto power over UN actions and _____.
 - a. can block any proposed UN action
 - b. can force the UN to do anything it wishes
 - c. cannot block any UN action
5. _____ first showed the disagreement between the United States and the Soviet Union.
 - a. The selection of the head of the Secretariat
 - b. A plan for a world agency to control atomic energy
 - c. The number of countries allowed to use the veto
6. The United Nations came after the _____.
 - a. Truman Doctrine
 - b. Marshall Plan
 - c. League of Nations



Practice

Answer the following using complete sentences.

1. Why did Joseph Stalin want to spread communism to countries

around the Soviet Union? _____

2. How did the Soviet military and government treat seven

neighboring Eastern European countries? _____

3. What term did Prime Minister Churchill use to describe the events

taking place in Europe? _____



4. List the parts of Germany and Berlin controlled by each Allied

country after the war. _____

5. Why did the United States carry out the Berlin Airlift in 1949?

6. What was the result of the Berlin Airlift? _____

7. Was this a good decision? Why or why not? _____



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|--------------------|
| _____ 1. a military alliance between the United States and 11 countries in Western Europe | A. Marshall Plan |
| _____ 2. military and economic aid to Greece and Turkey | B. NATO |
| _____ 3. a military alliance between the United States and countries in Southeastern Asia | C. SEATO |
| _____ 4. economic aid to help Europe rebuild after the war | D. Truman Doctrine |

*Write the **major purpose** of each on the lines provided.*

5. Marshall Plan: _____

6. NATO: _____

7. SEATO: _____

8. Truman Doctrine: _____



Practice

*Draw a **political cartoon** which depicts an **event** discussed in the unit.*

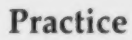


Practice

*Events leading to the **Cold War** are listed below. Write the **events** in the **order** in which they occurred.*

Events Leading to the Cold War

- | | |
|----------------------------|----------|
| NATO | 1. _____ |
| United Nations established | 2. _____ |
| Marshall Plan | 3. _____ |
| Berlin Airlift | 4. _____ |
| Truman Doctrine | 5. _____ |



This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



Practice

Use the list below to write the correct term for each definition on the line provided.

Berlin Airlift
Cold War
Iron Curtain
Marshall Plan

North Atlantic Treaty Organization (NATO)
Truman Doctrine
United Nations (UN)
veto

- _____ 1. a vote against something; to refuse to approve
- _____ 2. alliance between United States and 11 other Western European nations to protect one another
- _____ 3. an imaginary line separating Communist and non-Communist countries in Europe
- _____ 4. an organization of nations that works for peace in the world and tries to solve world problems
- _____ 5. battle for influence over and control of smaller and weaker nations between the United States and Soviet Union after World War II
- _____ 6. policy of sending economic and military support to countries resisting communism after World War II
- _____ 7. in 1948 the United States flew supplies into West Berlin to break the Soviet blockade
- _____ 8. sent economic aid to war-torn European countries after World War II; also called European Recovery Program (ERP)

Unit 5: Postwar America (1952-1960)

This unit emphasizes the many foreign problems the United States faced during President Dwight D. Eisenhower's two terms in office, along with fear of communism, or the Red Scare, and the issue of civil rights.

Unit Focus

- United States foreign relations with Korea, Soviet Union, and Indochina during administrations of Presidents Harry S Truman and Dwight D. Eisenhower
- social, political, and economic events in America during administration of President Eisenhower
- reasons for growth of education, technology, arts, and literature
- reasons John F. Kennedy won presidential election over Richard M. Nixon





Vocabulary

Study the vocabulary words and definitions below.

armistice a truce or agreement to stop fighting

automate to use machines to control the
production of goods

boycott to refuse to buy or use as a means of
protest

Brown v. Board of Education Supreme Court decision that ruled
schools could not be segregated (1954);
ruled that "separate but equal" was
unconstitutional

debate a regulated discussion by persons with
opposing views

GI Bill of Rights a 1944 law which provided financial and
educational benefits for World War II
veterans; also called the Serviceman's
Readjustment Act

Gross National Product (GNP) ... the value of all goods and services
produced by the country in a year

H-bomb extremely powerful nuclear weapon
developed by the United States and
Soviet Union after World War II; stands
for *hydrogen bomb*

nonviolent protests peaceful methods of demanding change



- nuclear war** war fought with nuclear weapons
- peaceful coexistence** to live without threat of violence
- refugee** person who flees his or her country
because of hostility or unfair practices
- segregate** to separate people on the basis of race,
class, or ethnic group
- Sputnik** the first Earth-orbiting, artificial
satellite; built by the Soviet Union
- Vietcong** Communists who attempted to
overthrow South Vietnamese
government

Who's Who in Postwar America

Fidel Castro	Joseph McCarthy
Ngo Dinh Diem	Richard M. Nixon
Dwight D. Eisenhower	Rosa Parks
Ho Chi Minh	Jackson Pollack
John F. Kennedy	Joseph Stalin
Nikita Krushchev	Harry S Truman
Martin Luther King, Jr.	



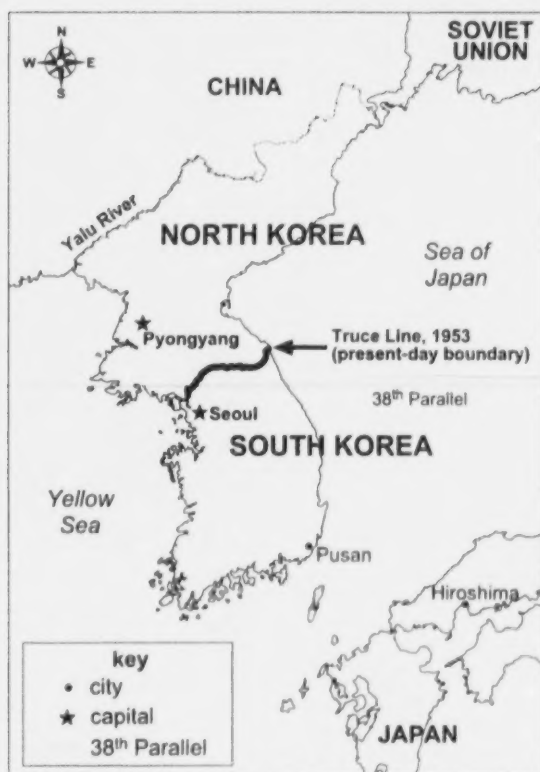
Introduction

President *Harry S Truman*, a Democrat, was in office in the first years of the Cold War, from 1945–1952. In 1952 the Republican candidate, former General *Dwight D. Eisenhower* or “Ike,” was elected President by a large number of votes. During his two terms in office, the Cold War between the United States and the Soviet Union continued. In the United States during the 1950s, African Americans protested unfair treatment and expanded their civil rights movement.



President Dwight D. Eisenhower

Foreign Relations



Civil War in Korea, 1950-1953

During the 1950s, the United States government faced many foreign problems. In Korea, a civil war broke out. An American spy plane was shot down over the Soviet Union, and the United States entered the war between Communists and American allies in Indochina, or Southeast Asia. To complicate world affairs, the United States and the Soviet Union developed the potentially devastating **H-bomb**, or *hydrogen bomb*—a bomb that used hydrogen to create a more powerful blast.

Civil War in Korea

In 1950 Communist North Korea, aided by Communist China, invaded non-Communist South Korea. At President Truman's request,

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the United Nations Security Council agreed and sent an international force under UN support to defend South Korea. The UN forces, however, were unsuccessful in restoring peace in Korea.

After his election in 1952, Eisenhower arranged an **armistice**, or a cease-fire, between North Korea and South Korea. They agreed to stop fighting and hold talks. The talks resulted in the division of Korea at the 38th parallel in July, 1953. North Korea remained Communist, and South Korea would stay non-Communist. Despite many years of fighting and many lives lost, Korea remained divided as before.



President Harry S. Truman

America's experience in Korea is important for several reasons. First, it was the first time the United Nations sent forces to fight in a war. Second, it was the first *hot* conflict, or military engagement, between the United States and a Communist country.

Third, the United States Congress supported President Truman's decision not to declare war on North Korea and to limit America's military actions. Fourth, the United States had the atomic bomb but chose not to use it. Korea was not an American victory, but it did stop Communist expansion without starting a world war.

Relations with Soviet Union

Nikita Khrushchev became the Soviet leader in 1953 after *Joseph Stalin* died. Khrushchev and Eisenhower held talks to try to ease tensions between the Soviet Union and the United States. Khrushchev wanted to be able to live peacefully with the United States. The desire for **peaceful coexistence** improved relations between the two countries.

Other Foreign Problems

New foreign problems faced President Eisenhower during his second term in office. In 1956 a democratic uprising against the Communist government in Hungary was crushed by the Soviets. In the oil-rich Middle East, there was fighting between Egypt and Israel, and unrest in Iran and Lebanon. In 1958 the Soviet government again told the Western powers they had to get out of West Berlin.



War in Indochina

Eisenhower also had to decide how to deal with problems in Indochina. Indochina is a region in Asia that contains three countries: Laos, Cambodia, and Vietnam. France controlled the area until the Japanese drove them out during World War II.

When the war ended, the French returned, but the Vietnamese wanted their independence. They turned to the Chinese Communists for help in fighting the French. The Vietnamese defeated the French in 1954, and the country was divided into North and South Vietnam. North Vietnam was Communist; South Vietnam had a non-Communist government.



Vietnam, 1955-1956

A man named *Ho Chi Minh* (hoh chee mihn) was the leader in North Vietnam. His followers were called *Vietminh*. South Vietnam was controlled

by the former Vietnamese emperor. The emperor mistreated the people, and by 1957 Communists in South Vietnam began to fight him. The South Vietnamese Communists called themselves **Vietcong**.

The United States first became involved in Indochina by sending France money and supplies to fight the Vietnamese Communists. When the French were defeated, the United States government believed the Communists would take over the region. The United States decided to help South Vietnam fight the Vietcong. The emperor was replaced by Ngo Dinh Diem (noh din zee em), a leader with a more favorable attitude toward the United States, and President Eisenhower continued to send aid to South Vietnam.



The H-Bomb Increases the Threat of War

By 1953 both the United States and the Soviet Union had developed a new bomb—the *H-bomb*. It was *500 times more powerful* than the atomic bomb. The United States also had a fleet of new long distance B-52 planes which could deliver the bomb to Russia. There were fears that the new global conflicts would result in a **nuclear war**, a war in which atomic weapons would be used.

People were relieved when, in 1959, President Eisenhower and Premier Khrushchev agreed to hold a series of peace talks. Their talks ended in 1960 when the Soviets shot down an American spy plane, the U-2, over Russia. The United States had to admit it was spying on Russia. Khrushchev refused to meet again with Eisenhower.

Events in Latin America

In 1958 the United States tried to prevent communism from spreading to the Western Hemisphere by improving relations with Latin America. Vice President *Richard M. Nixon* went on a goodwill tour to South America, but he received an angry reception. Some countries in Latin America viewed the United States unfavorably for taking advantage of the Latin American people. Meanwhile, *Fidel Castro* led a revolution in Cuba and set up a Communist government there, only 90 miles from the United States.

Events in the United States

Problems and events within the United States were as important as those occurring overseas. A United States senator was increasing Americans' fears of communism. African Americans continued their civil rights movement. American culture was equally affected by the changing world: technology influenced art, and the automobile continued to change how and where people lived.



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RED SCORE

The *Red Score* got its name from the color of the Communist Party's flag—its red symbolized Marxist revolution. Magazines and newspapers were full of sensational reports of anti-communist riots. This led many people to take quick action against anyone or anything that seemed at all anti-American.

A New Red Score

At home, in 1953, many Americans were alarmed by the worldwide Communist threat. Republican Senator *Joseph McCarthy* used this fear to further his own career. He accused the Democrats of letting Communists have jobs in the United States government. McCarthy claimed he could prove his charges.

President Eisenhower did not believe McCarthy, but he issued an order concerning government employees. The order said that anyone suspected of Communist activity could be fired. During this new Red Score, or fear of

communism, many people lost their jobs because they were accused of being a Communist. Investigations showed that McCarthy had lied. In 1954 the Senate censured him, or condemned his misconduct.

The Civil Rights Movement Begins

America's schools and public facilities were still **segregated**, or separated on the basis of race, in the 1950s. The National Association for the Advancement of Colored People (NAACP), a leading civil rights organization which began in 1909, used court cases to end segregation. In 1954 the NAACP won its most important victory when the Supreme Court decided that segregated schools were unconstitutional. This important decision was called *Brown v. Board of Education of Topeka, Kansas*. The Court insisted that schools must be desegregated, or open to all races. The Southern states tried to resist integration. White mobs became violent when African-American children tried to enter public schools. President Eisenhower sent federal troops into Little Rock, Arkansas, to protect African Americans entering schools. Across the South, several schools closed to prevent African Americans from attending them.

Meanwhile, in Montgomery, Alabama, African Americans began to actively protest segregated public facilities. In Montgomery and throughout the South, city buses were segregated. African Americans had to sit in the rear of the bus or make room for white passengers when



necessary. In 1955 an African-American woman named *Rosa Parks* was arrested because she would not give up her bus seat to a white man. African Americans decided to **boycott**, or refuse to use, the Montgomery buses until they were desegregated.

Rosa Parks (1913-)

Rosa Parks was born in Tuskegee, Alabama and is best known for protesting the segregation laws, which led to the 1955 Montgomery bus boycott in 1955. After briefly attending Alabama State College, she married Raymond Parks, a barber and activist. Parks worked as a seamstress and was involved in several African-American organizations—the Montgomery chapter of the NAACP, the Montgomery Voters League, and other civic groups.

On December 1, 1955, Rosa Parks was arrested for refusing to give up her seat on a public bus to a white man. This was a violation of the city's racial segregation ordinances. The African-American community was inspired by Parks' strength, and a young pastor, Dr. Martin Luther King, Jr., led the Montgomery bus boycott. For 381 days, the majority of the African-American community refused to use public transportation. The boycott lasted until December 20, 1956, when the United States Supreme Court declared that Montgomery's segregated seating was unconstitutional.

For Rosa Parks' role in igniting the successful campaign and for her role in the anti-segregation movement, she became known as the "mother of the Civil Rights Movement." In 1957, she and her husband moved to Detroit, Michigan where she later founded the Rosa and Raymond Parks Institute for Self-Development. Parks also received the Congressional Gold Medal, the highest honor a civilian can receive in the United States.

The boycott, which lasted over a year, was led by an African-American Baptist minister named Dr. *Martin Luther King, Jr.* This encouraged boycotts throughout the United States. The Supreme Court finally ruled that segregation on buses was not legal. The federal government began to make laws which protected the civil rights of African Americans. For years to come, African Americans continued to use **nonviolent protests** in the civil rights movement. Nonviolent refers to the use of peaceful methods.



Dr. Martin Luther King, Jr.



American Society Experiences Change

By 1960 the American population reached 179 million. One reason for the increase was that the American birthrate was up. Another reason was the arrival of thousands of **refugees** from wars. Refugees are people seeking safety from hostile or unfair political situations. These refugees came from countries all over the world.

People were on the move in the United States. They were moving from farms to cities. By 1960 over half of all Americans lived in urban areas. City dwellers were moving to the suburbs, or residential areas near cities. People in the North were moving to the South and Southwest. African Americans continued to move from the South to find jobs in the factories of the North. Most people moved in order get better jobs and improve their lives. Unfortunately, jobs were filled quickly and many African Americans met discrimination in the North as well.

A Growing Economy

Modern technology, or machines, made work faster and more productive. This made it possible to keep up with the increased demand for goods and technical services. The **Gross National Product (GNP)**—the value of all goods and services produced in a year—rose from \$350 billion in 1945 to \$720 billion in 1965.

The computer was one of the new technological advances. The computer enabled industry to become **automated**, or self-moving, and also required workers with better educations. There were many opportunities for those with training; unemployment rose, however, among untrained and unskilled people.

Salaries increased, and the standard of living for most Americans continued to improve. People were able to buy new machines that made life easier. They could buy television sets, washing and drying machines, deep freezers, and many other new products.

Impact of the Automobile

For many, the most important item was a new automobile complete with radio and turn signals. Increased use of the automobile created a need for new highways. In 1956 the federal government began to build a modern *interstate highway system* across the United States called the National



System of Interstate and Defense Highways. One of the main purposes of the interstate highway system was to offer quick mobilization of United States military troops in case of an attack on United States soil by Cold War enemies.

As more people traveled, gasoline companies began to sell gas on *credit cards*, which allowed people to make purchases on credit. The automobile made travel from work to home faster. This increased the growth of suburbs around cities and led to two new problems—traffic jams and air pollution.

Growth of Education

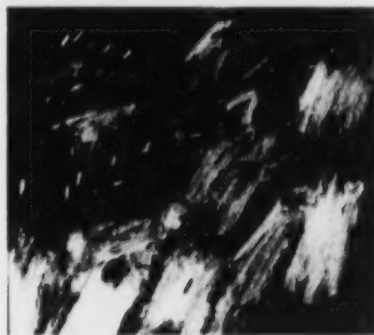
After World War II, more people than ever began to enter schools and colleges. The government provided money for a program called the **GI Bill of Rights** that helped veterans go to college or technical schools.

A Russian achievement spurred America's interest in science education. In 1957 the Soviets sent **Sputnik**, the first artificial satellite, into space. Fearing the United States could not compete with the Soviets, the federal government funded new programs in space and engineering.

American Art and Literature

Modern technology also influenced the arts. Adventurous new artists like *Jackson Pollack* created a new painting style called *abstract expressionism*. These paintings did not look like photographs or copies of their subjects. They did not present people or landscapes in their natural forms. Instead, these paintings showed their painters' own private visions. This led some people to wonder if these works could be called *art*.

Writers tried to explain complex issues about the changes taking place in American life. Their work ranged from books about the war to the loneliness of individuals in modern society.



These paintings did not look like photographs or copies of their subjects.



Election of 1960

President Eisenhower could not run for a third term in the 1960 election. The 22nd Amendment, ratified in 1951, limited a President to two terms in office. Vice President Richard Nixon became the Republican candidate. His Democratic opponent was Senator *John F. Kennedy* from Massachusetts.



*Vice President
Richard Nixon*

The 1960 campaign was the first in which candidates held televised **debates**, or arguments. Millions of American voters watched the Kennedy and Nixon debates. Television greatly affected the American election process. It gave millions of people the chance to both hear and see their candidates simultaneously. Some say this benefitted Kennedy because he was viewed as being more handsome and charismatic than the elder Nixon.



*Senator John F.
Kennedy*

The 1960 election results were close, but John F. Kennedy defeated Richard Nixon and became America's 35th President.

Summary

The Korean War ended with an armistice which left North and South Korea divided between Communists and non-Communists. President Eisenhower and Soviet Premier Khrushchev tried to ease Cold War tensions with their agreement to peacefully coexist. Khrushchev broke off the dialogue with Eisenhower when an American spy plane was shot down over Russia. In addition, fighting began or continued in a number of countries in the world, including Vietnam, throughout the 1950s.

In the United States, people experienced a Red Scare when Senator Joseph McCarthy claimed that Communists had gained government jobs. During the Eisenhower administration, the issue of civil rights grew to a large political movement to ultimately end segregation through needed legislation. American society underwent many changes during this period as new technology became available. Technology inspired new interests in education and new styles of art and literature.



Practice

Answer the following using complete sentences.

1. Why were United Nations forces sent to Korea in 1950?

2. How did President Eisenhower bring the war to an end?

3. At what line of latitude (parallel) was Korea divided?

4. What kind of government did North Korea have? _____

5. What kind of government did South Korea have? _____



Practice

Match each **fact** with the correct **inference**. Write the letter on the line provided.

An **inference** is a conclusion. A person can infer, or reach a conclusion, by knowing some facts about a subject.

fact	inference
_____ 1. In 1951 the 22 nd Amendment limited persons to only two terms as President.	A. Neither side won a victory in the Korean War.
_____ 2. The United Nations sent an international force to defend South Korea against North Korea.	B. American troops fought in an undeclared war in Korea.
_____ 3. The Korean War ended with an armistice in which North Korea remained Communist. South Korea remained non-Communist.	C. The American people did not want one person to serve as President for an unlimited time.
_____ 4. President Truman did not ask Congress for a declaration of war against North Korea. American soldiers were sent as part of the UN forces.	D. No nation in the United Nations Security Council used the veto.



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|-------------------------|
| _____ 1. Vice President who received an angry reception in Latin America, 1958 | A. Fidel Castro |
| _____ 2. the name given to South Vietnamese Communists | B. Dwight D. Eisenhower |
| _____ 3. Communist leader of North Vietnam | C. Ho Chi Minh |
| _____ 4. led a revolution in Cuba | D. Nikita Khrushchev |
| _____ 5. asked the United Nations to send an international force to Korea in 1950 | E. Richard M. Nixon |
| _____ 6. Communist group in North Vietnam | F. Harry S Truman |
| _____ 7. arranged an armistice in Korea | G. Vietcong |
| _____ 8. became Soviet leader in 1953 | H. Vietminh |



Practice

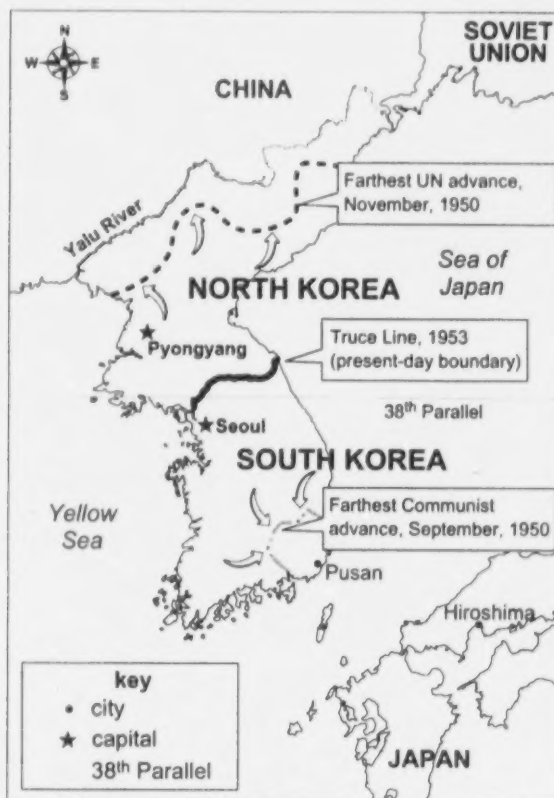
Read the statements below about **foreign roles** in the 1950s. Write **True** if the statement is correct. Write **False** if the statement is not correct. **Circle** the word or words that make each false statement incorrect.

- _____ 1. In the 1950s, the United States and Soviet Union tried peaceful coexistence between each other.
- _____ 2. This was a peaceful period in the Middle East.
- _____ 3. Laos, Cambodia, and Vietnam were countries in Indochina which were under French control until 1954.
- _____ 4. The countries of Indochina fought for independence from the Chinese Communists.
- _____ 5. The United States wanted South Vietnam to remain a non-Communist country.
- _____ 6. In 1953 only the United States had the new H-bomb.
- _____ 7. Many people feared there would be a nuclear war.
- _____ 8. The Russians shot down an American spy plane called the U-2 in 1960.
- _____ 9. Khrushchev and Eisenhower continued to hold peace talks after the U-2 incident in 1960.
- _____ 10. President Eisenhower continued to send aid to South Vietnam.



Practice

Use the **map of Korea** below to write **True** or **False** next to the following statements.



- _____ 1. The country with the longest border across North Korea is China.
- _____ 2. The western boundary of Korea is the Sea of Japan.
- _____ 3. In the northeast, Korea is bordered by the Soviet Union.



- _____ 4. Korea lies south of Japan.
- _____ 5. The capital city of South Korea is Seoul.
- _____ 6. The 38th parallel divides Korea almost in half.
- _____ 7. The Armistice Line runs directly along the 38th parallel.
- _____ 8. North Korea's capital city is Pyongyang.
- _____ 9. In September of 1950, Communist advances pushed United Nation forces into a small area south of the 38th parallel.
- _____ 10. Within three months, UN forces were able to force the Communists back into North Korea.
- _____ 11. UN forces advanced to less than 100 miles of China.
- _____ 12. Communist advances did not move south of South Korea's capital city.



Practice

Use the list below to write the correct term for each definition on the line provided.

boycott

Brown v. Board of Education

Dwight D. Eisenhower

Dr. Martin Luther King, Jr.

Little Rock, Arkansas

Joseph McCarthy

Rosa Parks

Red Scare

segregate

- _____ 1. to separate people on the basis of race, class, or ethnic group
- _____ 2. senator who accused the Democrats of hiring Communists for government jobs
- _____ 3. Supreme Court ruling that desegregated public schools
- _____ 4. the act of refusing to use something
- _____ 5. American arrested for not giving up a seat on a bus
- _____ 6. United States President who issued order to fire people suspected of being Communist
- _____ 7. period when many Americans lost jobs because they were accused of being Communists
- _____ 8. American who led the boycott against a city bus system
- _____ 9. city where federal troops protected African-American children entering newly desegregated public schools



Practice

Circle the letter of the correct answer.

1. The Red Scare in the United States was caused in part by _____ .
 - a. Americans' fear of a worldwide Communist threat
 - b. Democrats letting Communists have government jobs
 - c. the desegregation of public schools in the South
2. Many people lost their jobs because they _____ .
 - a. boycotted the public bus system
 - b. were accused of being Communists
 - c. practiced nonviolent protests against the government
3. Investigations proved that Joseph McCarthy _____ .
 - a. knew several Communists in the United States government
 - b. was a Communist
 - c. had lied about the government hiring Communists
4. The Supreme Court said it was unconstitutional to segregate _____ .
 - a. public schools
 - b. public buses
 - c. all the above
5. Throughout the South, African Americans who rode public buses _____ .
 - a. were charged higher fares than whites
 - b. were required to sit in the rear of the bus
 - c. were not allowed to sit down in the bus
6. The actions of the early civil rights movement were based on _____ .
 - a. protest without violence
 - b. using violence when their demands were not met
 - c. a mixture of nonviolence and violence



7. Dr. King's boycott of the bus system was an example of _____.

- a. violent protest
- b. nonviolent protest
- c. an unconstitutional act

8. Southern white people resisted desegregation by _____.

- a. closing many public schools
- b. mob violence
- c. all the above



Practice

Use the list below to complete the following statements.

abstract expressionism
automated
debate

GI Bill of Rights
refugee
Sputnik

1. The computer caused industry to become _____.
2. In _____, the artist attempts to show his or her own private vision.
3. A _____ is a person seeking safety from a bad situation in his own country.
4. Many American veterans went to college on the _____.
5. The first satellite in space was called _____.
6. A regulated discussion by persons with opposing views is a _____.



Practice

Read the generalizations below. Write **Yes** if the statement supports the generalization. Write **No** if the statement does not support the generalization.

1. America's population grew during the 1950s.
_____ a. The American birthrate was up.
_____ b. Many refugees left the United States.
2. The automobile had a great impact on how people lived.
_____ a. Many people moved to the suburbs.
_____ b. Traffic jams became common.
3. People began to move around the country looking for better jobs.
_____ a. African Americans moved north to work in factories.
_____ b. Northern people chose to stay where they were.
4. New technology helped producers to keep up with demands for goods.
_____ a. Machines made work faster and more productive.
_____ b. People began to want more education.
5. Art and literature were influenced by modern technology.
_____ a. Artists painted pictures of objects in their natural forms.
_____ b. Writers wrote about individuals living in modern society.
6. The 22nd Amendment limited persons to only two terms as President.
_____ a. President Eisenhower could not run for a third term.
_____ b. John F. Kennedy was elected President for the first time.



7. Television played an important role in the presidential campaign of 1960.
- _____ a. Kennedy and Nixon held the first televised debates.
 - _____ b. Candidates could be heard and seen by millions of people at once.
8. New means were developed to help people move around faster and more comfortably.
- _____ a. The government began to build an interstate highway system
 - _____ b. Gasoline companies began to sell gas on credit cards.
9. The standard of living rose for most Americans.
- _____ a. Untrained and unskilled people had high unemployment rates.
 - _____ b. Increased salaries allowed Americans to buy more goods.
10. The United States economy grew during the 1950s.
- _____ a. Many new goods and services were available for consumers.
 - _____ b. There was little demand for new goods and services.



Practice

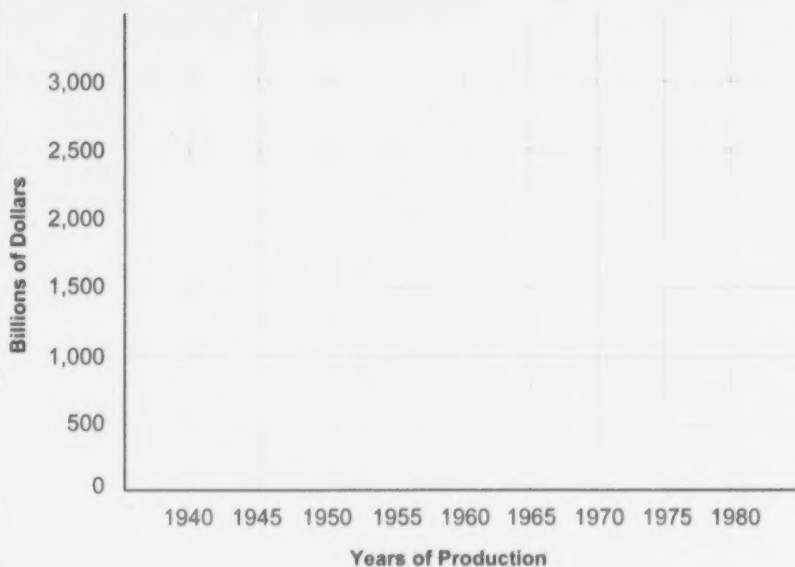
Use the table below to place points on the following graph.

Gross National Product

Gross National Product (GNP) refers to the total value of all goods and services a country produces within a given period of time. This includes everything from washing machines to haircuts.

Year	Approximate GNP in billions
1940	800
1950	1200
1960	1700
1970	2400
1980	3000

America's Gross National Product





Practice

Use the **graph** on the **Gross National Product** on the previous page to circle the letter of the correct answer.

1. According to the graph, the year in which the United States produced the lowest amount of goods and services was _____.
 - a. 1940
 - b. 1945
 - c. 1955
2. The total value of goods and services was about \$1200 billion in _____.
 - a. 1945
 - b. 1955
 - c. 1950
3. The GNP _____ between 1940–1955.
 - a. decreased
 - b. remained about the same
 - c. increased
4. The GNP showed the least amount of increase between the years of _____.
 - a. 1945–1955
 - b. 1955–1965
 - c. 1965–1975
5. Compared to 1965, the GNP in 1955, was _____.
 - a. much higher
 - b. about the same
 - c. much lower
6. The graph shows a steady increase in the GNP for _____ years.
 - a. 15
 - b. 25
 - c. 40



Practice

Answer the following using complete sentences.

1. What are three reasons for the upward trend of the GNP since 1945?

2. Given the graph, what do you think happened to the GNP in the next 10 years? _____

3. If the GNP continues to climb, what prediction do you make about the standard of living for most Americans over the next 10 years?

4. What is the relationship between GNP and the standard of living for most people? _____



Practice

Match each definition with the correct term. Write the letter on the line provided

- | | |
|--|---------------------------------------|
| _____ 1. extremely powerful nuclear weapon developed by the United States and Soviet Union after World War II | A. automate |
| _____ 2. a 1944 law which provided financial and educational benefits for World War II veterans; also called the Serviceman's Readjustment Act | B. <i>Brown v. Board of Education</i> |
| _____ 3. war fought with nuclear weapons | C. GI Bill of Rights |
| _____ 4. to live without threat of violence | D. H-bomb |
| _____ 5. the first Earth-orbiting, artificial satellite; built by the Soviet Union | E. nuclear war |
| _____ 6. to use machines to control the production of goods | F. peaceful coexistence |
| _____ 7. Supreme Court decision that ruled schools could not be segregated (1954); ruled that "separate but equal" was unconstitutional | G. Sputnik |



Practice

Use the list below to write the correct term for each definition on the line provided.

armistice

boycott

debate

Gross National Product (GNP)

nonviolent protests

refugee

Vietcong

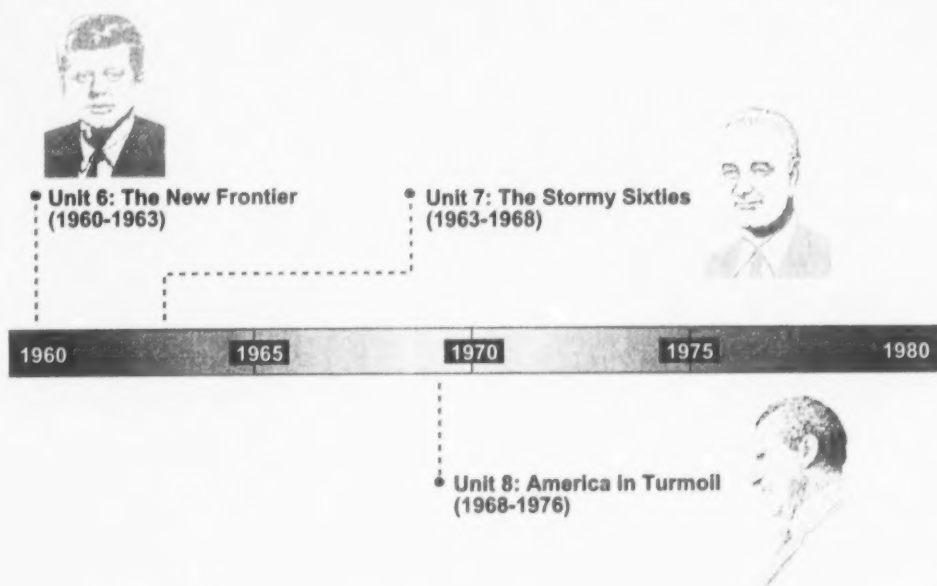
- _____ 1. a regulated discussion by persons with opposing views
- _____ 2. a truce or agreement to stop fighting
- _____ 3. Communists who attempted to overthrow South Vietnamese government
- _____ 4. person who flees his or her country because of hostility or unfair practices
- _____ 5. to refuse to buy or use as a means of protest
- _____ 6. the value of all goods and services produced by the country in a year
- _____ 7. peaceful methods of demanding change

Section 2: Struggling for Social Change (1960-1976)

Unit 6: The New Frontier (1960-1963)

Unit 7: The Stormy Sixties (1963-1968)

Unit 8: America in Turmoil (1968-1976)



Unit 6: The New Frontier (1960-1963)

This unit emphasizes the foreign problems faced during President John F. Kennedy's three years in office, passage of new civil rights legislation, and President Kennedy's assassination.

Unit Focus

- aspects of conflict with Cuba
- United States foreign policy in Latin America, Europe, and Asia
- social, economic, and technological achievements during administration of President John F. Kennedy
- assassination of President Kennedy





National Aeronautics and Space

Administration (NASA) United States agency in charge of space program

naval quarantine blockade of a country's ports to keep cargo from coming in and out of the ports

New Frontier John F. Kennedy's social and economic programs of the early 1960s

Nuclear Test Ban Treaty agreement between the United States, Great Britain, and the Soviet Union not to test nuclear weapons above ground or underwater

Peace Corps a program established by President Kennedy that sent trained American volunteers to needy countries

pro-Western friendly to the United States and its allies

ransomed exchanged for money or other object of value

sit-in a form of demonstration used by African Americans to protest discrimination, in which protesters sit down in a segregated business and refuse to leave until they are served

**Southern Christian
Leadership Conference
(SCLC)**

organization put together by Dr. Martin Luther King, Jr. to combat discrimination across the country



Vocabulary

Study the vocabulary words and definitions below.

- Alliance for Progress** President Kennedy's program to provide economic aid for Latin American countries
- anti-Castro** Cubans opposed to Fidel Castro and the government he led
- ban** to prohibit or stop
- Bay of Pigs** a failed invasion of Cuba by Cuban exiles trained by the United States
- Berlin Wall** a wall built by East German and Soviet soldiers to keep East Germans from escaping to West Berlin
- Central Intelligence**
- Agency (CIA)** United States agency that gathers information about foreign countries and affairs
- coalition government** a government made up of opposing political parties who share in the running of a country's government
- cosmonaut** a Soviet astronaut
- Cuban Missile Crisis** incident in which United States forced the Soviet Union to remove nuclear missile bases it had built in Cuba
- freedom riders** people of different races who traveled to the South to protest segregation in bus stations



Who's Who in the New Frontier

Fidel Castro	James Meredith
Ngo Dinh Diem	Lee Harvey Oswald
Medgar Evers	Phillip Randolph
Yuri A. Gagarin	Walter Reuther
Ho Chi Minh	Bayard Rustin
Lyndon B. Johnson	Alan B. Shepard
John F. Kennedy	George C. Wallace
Nikita Khrushchev	Earl Warren
Martin Luther King, Jr.	Roy Wilkins
John Lewis	Whitney Young
Floyd McKissick	



Introduction

John F. Kennedy, at age 43, was the youngest man ever to be elected President of the United States. He also was the first President born in the 20th century, and the first to be a Roman Catholic. Kennedy was a popular figure who was handsome, intelligent, and a hero of World War II. He called his administration the **New Frontier** and set his sights on making the United States a better place for the rich *and* the poor, the young *and* the elderly, and white *and* African Americans alike.



President John F. Kennedy

He took office in 1961, the beginning of a decade that looked bright with promise. His short administration, however, was filled with many of the same problems previous Presidents had faced. The United States and the Soviet Union were still fighting the Cold War in many parts of the world. And at home, African Americans were still working for fair and equal treatment.

Conflicts with Cuba

Fidel Castro had set up a Communist government in Cuba, an island just 90 miles south of the tip of Florida. Castro accepted financial and military aid from the Soviet Union. This meant that the Soviet government had gained a foothold in the Western Hemisphere. The United States saw this relationship between Cuba and the Soviet Union as a potential threat.

The Bay of Pigs

In April of 1961, the **Central Intelligence Agency (CIA)**—the agency set up to gather information on foreign countries and affairs—informed President Kennedy of a plan to invade Cuba, which had been formulated by the previous President. The CIA believed that, with American help, the Cuban people would overthrow the Castro government. President Kennedy approved the plan for 1,500 **anti-Castro** Cubans trained by the United States to carry out the invasion. Anti-Castro Cubans opposed Fidel Castro and the government he led.

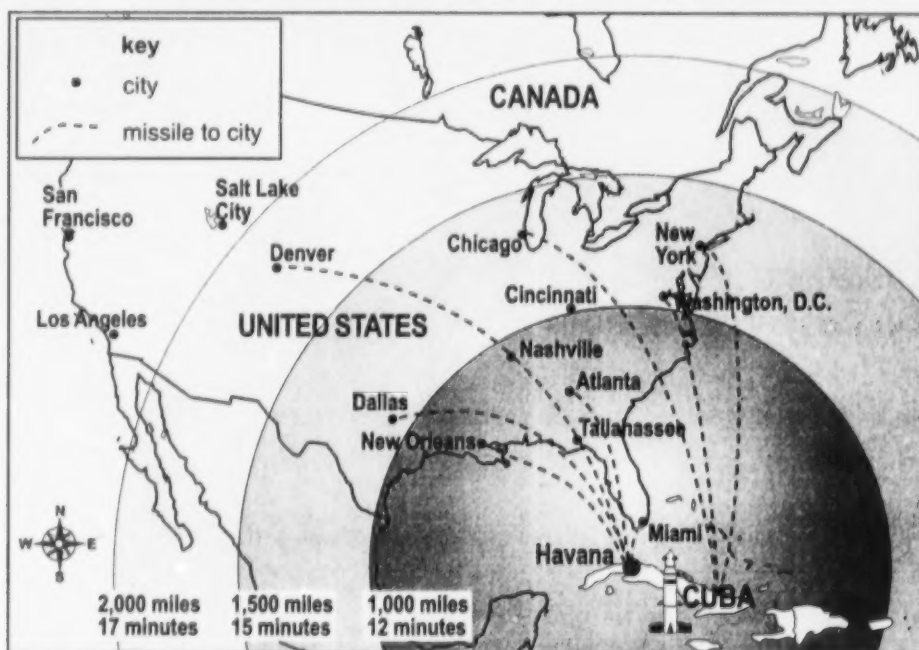
The invasion took place at the **Bay of Pigs** in Cuba on April 17. However, the anti-Castro Cubans did not receive enough support from the Cuban



people. Instead, all anti-Castro forces were captured or killed. The next day Soviet Premier *Nikita Khrushchev* told the United States to stop any further military action against Cuba or the Soviet Union would help Castro.

Embarrassed, President Kennedy halted any further invasion. The remaining 1,113 troops captured by Cuba were **ransomed**, or exchanged for money, and freed. The Soviets continued to help Cuba and cause problems for President Kennedy.

The Cuban Missile Crisis, October 1962



The Soviets were secretly building missile bases on Cuba and some missiles could reach United States cities in minutes. If missiles had been launched from Cuba, they could reach 1,000 miles in 12 minutes, 1,500 miles in 15 minutes, and 2,000 miles in 17 minutes.

The Cuban Missile Crisis

The next big conflict with Cuba came in October of 1962. Photographs taken by an American U-2 spy plane showed nuclear missile bases in Cuba. The Soviet Union was moving nuclear missiles onto these bases. Once in place, these missiles could be fired at American cities. Advisers urged President Kennedy to attack Cuba and take the nuclear missiles, but Kennedy resisted because he feared the Soviet Union would attack the United States as a result.

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Instead, on October 22, he went on television to tell Americans about the missiles. He also warned Khrushchev to stop sending missiles into Cuba. He announced that the United States would place a **naval quarantine**, or blockade, around the island. No ships carrying nuclear weapons would be allowed to dock at Cuban ports.

Some Soviet ships were already on their way to Cuba. For three days, the world waited to see what Kennedy and Khrushchev would do. Nuclear war seemed likely. Then Khrushchev made personal contact with President Kennedy, and the two men discussed a solution. The Soviet ships heading for Cuba turned back at the blockade. On Sunday, October 29, Khrushchev announced that the missiles would be removed from Cuba. The **Cuban Missile Crisis** had ended. After this incident, Kennedy and Khrushchev set up a *hot line* between Washington and Moscow. This telephone line would enable the two leaders to discuss a future problem before it turned into a crisis. This incident struck fear in many Americans. Some families even constructed bomb shelters, or reinforced underground dwellings, to protect themselves from possible attack by other countries.

Hot Line

In 1963 the United States and Russia established a *hot line* between the White House and the Kremlin. The hookup enabled leaders of the two countries immediate teletype communication should another crisis arise. This was another indication that the Cold War was thawing.



Alliance for Progress

In August of 1961, Kennedy arranged for a program of financial aid to many Latin American countries. He called his program the **Alliance for Progress**. The United States gave Latin American countries \$80 billion to help reduce their poverty and build their industry. The nations accepted this aid, but some people felt that the leaders of these nations often misspent and wasted the money.

Much of the money went to governments who were anti-Communist but were headed by dictators. Many Latin Americans felt the alliance was aimed more at stopping communism than improving their lives. In the end, the Alliance for Progress did little to end poverty or improve relations with Latin America.



The Berlin Wall

A divided Germany continued to cause problems between the United States and the Soviet Union. Khrushchev wanted all of Berlin. He demanded that France, Great Britain, and the United States leave West Berlin by the end of 1961. In response, Kennedy decided to increase military support of West Berlin to protect it from Soviet takeover.

Suddenly, in August of 1961, the East German and Soviet soldiers began to build a wall to separate East and West Berlin. Khrushchev wanted the world to see the wall as a symbol of Communist strength. He really built the wall, however, to keep East Germans from escaping to West Germany.

Kennedy responded to the wall by sending an additional 1,500 soldiers to West Berlin. In 1963 Kennedy made a personal trip to West Berlin to show that the United States intended to stand by the city. The **Berlin Wall** remained, but the President had stood up to the Soviet Union without going to war.

Trouble in Asia

During the 1960s, the United States sent troops and money to Asia to fight the spread of communism. The United States tried to help countries who were America's friends. The Soviets, Chinese, and other Communist groups were doing the same to gain allies.

Laos

Laos is a small country in Indochina next to Vietnam. During Kennedy's administration Laos had a **pro-Western** government, or one that was friendly to the United States and its allies. Some Laotians, however, were Communists. They wanted to overthrow the pro-Western government. These Communists were supported by the Soviet Union.

President Kennedy was advised to send in American troops to defend Laos's anti-Communist government. To help avoid any military confrontation, the British arranged for United States and Soviet representatives to meet at a conference. The representatives worked out a plan for a **coalition government** in Laos. In a coalition government,



opposing political parties take part in running the country's government. The coalition worked for two years. Then the Communists withdrew, and fighting began once more.

Vietnam

Another Asian country, Vietnam, also was the target of a Communist takeover. North Vietnam had a Communist government that was supported by the Soviet Union. The leader of North Vietnam was *Ho Chi Minh*. The government of South Vietnam was pro-Western. Its leader was *Ngo Dinh Diem*. South Vietnam received aid from the United States.

Communist groups in South Vietnam, called *Vietcong*, wanted to overthrow Diem. The Vietcong wanted to reunite North and South Vietnam under one Communist government.



Laos and Vietnam, 1959

In 1959 Ho Chi Minh began supplying military arms to the Vietcong along a network of paths. The paths used the border of Vietnam, Laos, and Cambodia and became known as the *Ho Chi Minh Trail*. (See map above.)

President Kennedy sent United States military advisers to help South Vietnam resist the Vietcong. By 1963 there were 16,000 American military advisers in South Vietnam. However, Ngo Dinh Diem and his corrupt administration became very unpopular with his people. They said he was not doing enough to improve their lives. On November 2, 1963, Diem was overthrown and murdered. After his death, the war between the



Communists and pro-Western forces increased as the Soviet Union and the United States increased their military and financial support of North and South Vietnam.

A major factor which led to further United States involvement was the belief in the *domino theory*. The domino theory was the idea that the fall of one nation to communism would lead to the fall of its neighbors. The United States, therefore, felt that it was important to stop the spread of communism in Vietnam before it spread to the rest of southeast Asia.

Achievements of the Kennedy Administration

Not all of President Kennedy's time was spent on Cold War problems. He had many new ideas and programs to improve Americans' lives in the United States.

The Peace Corps

One of President Kennedy's favorite programs was the **Peace Corps**. The Peace Corps trained and sent thousands of young Americans to work in underdeveloped countries. They served as teachers, doctors, and engineers. They tried to help poor countries improve their way of life.

The Space Program

When President Kennedy took office, the Soviets were ahead in space research. They had sent *Yuri A. Gagarin*, a Soviet **cosmonaut**, into full orbit around the world. On May 5, 1961, *Alan B. Shephard* became the first American astronaut to experience space flight. However, his flight only went 115 miles into the sky and lasted about 15 minutes.



Kennedy had a vision of an American pioneer space effort. He asked Congress to provide \$40 billion for the space program. He promised the United States would land a man on the moon by 1970. The **National Aeronautics and Space Administration (NASA)**, set up under Eisenhower in 1958, was in charge of America's space program.



The Nuclear Test Ban Treaty

By 1963 countries belonging to the Communist alliance began to split apart. This new climate encouraged President Kennedy to try to **ban**, or stop, certain kinds of nuclear testing.

In September, the United States Senate approved a treaty between Great Britain, the United States, and the Soviet Union. The countries agreed to outlaw nuclear testing above ground and underwater. More than 100 nations eventually signed the **Nuclear Test Ban Treaty**.

A New Frontier

President Kennedy called his domestic plan the *New Frontier*. He sent many bills to Congress he hoped would improve life for many Americans. Congress did approve funds for urban renewal and job training. Congress also agreed to increase the minimum wage to \$1.25 an hour and cover more workers under the Social Security Act. Congress, however, did not approve many of Kennedy's other plans such as providing medical care to the people who were 65 or over and giving financial aid to needy college students.

Civil Rights

Kennedy wanted to do more for African Americans, but southern members of Congress opposed his ideas. In 1962 he signed an order to desegregate public housing. In addition, he appointed several African-American men to serve on federal courts. He also set up a committee to study equal employment opportunities.



In 1961 people of different races called **freedom riders** rode buses from the North to the South to protest segregation in bus stations. When they reached the South, white mobs attacked and burned their buses. The Interstate Commerce Commission, however, banned segregation in interstate bus terminals.

In 1962 riots broke out when an African-American man, *James Meredith*, enrolled at the University of Mississippi. President Kennedy sent in several thousand federal troops to restore peace. Throughout the South, **sit-ins** and demonstrations were staged to end segregation in schools, hotels, and restaurants.



Dr. Martin Luther King, Jr

Dr. *Martin Luther King, Jr.* and the **Southern Christian Leadership Conference (SCLC)**—an organization committed to ending racism across the United States—led nonviolent demonstrations in Birmingham, Alabama, in 1963. They were attacked by the police, who used electric cattle prods and fire hoses on them. In June, *Medgar Evers*, head of the Mississippi National Association for the Advancement of Colored People (NAACP), was murdered. The same month, Alabama Governor *George C. Wallace* prevented two African Americans from enrolling at the

University of Alabama. Wallace promised to uphold segregation forever.

Americans no longer could ignore the racism against African Americans in the United States. Television brought each violent event directly into their homes. It was clear that new federal laws were required to provide civil rights protection for African Americans. President Kennedy sent a new civil rights bill to Congress in June of 1963 to increase and protect the rights of African Americans.

The March on Washington

Supporters of the new bill organized a march on Washington to put pressure on Congress. The chief organizer was *Bayard Rustin*, who had helped King form the SCLC and was now his main advisor. The march in Washington on August 20, 1963 became known as the *March on Washington for Jobs and Freedom*. Estimates on the size of the crowd varied from between 250,00 to 400,000. Speakers included *Phillip Randolph*, *Floyd McKissick*, *John Lewis*, *Roy Wilkins*, *Whitney Young*, and *Walter Reuther*. King was the final speaker. He made his famous speech "I Have a Dream," and he described his vision of an America where everyone was free and equal.

The march was televised. Viewers all over the country could see and hear Dr. King give his powerful speech. Television was helping slowly to change the way Americans felt about civil rights and equal opportunity in the United States.



The President Is Assassinated

In the fall of 1963, President Kennedy traveled through the South to build support for his domestic programs. He went first to Florida and then to Texas. He received an enthusiastic welcome.

On November 22, 1963, President Kennedy planned to make a short stop in Dallas, Texas. He drove in a motorcade through Dallas. As his car passed Dealey Plaza, the President was shot in the head and through the neck. President Kennedy was pronounced dead by the time his car reached the hospital.



Vice President Lyndon
B. Johnson

An investigation was set up by Chief Justice *Earl Warren* to establish the facts surrounding the President's murder. The Commission found that a gunman named *Lee Harvey Oswald* acted alone in the killings. Since the investigation, evidence has been found that has led some to believe a larger conspiracy was behind the act.

Summary

President John F. Kennedy's administration faced many of the same foreign problems President Dwight D. Eisenhower had encountered. Kennedy was able to solve some of them, including the Cuban Missile Crisis and Khrushchev's threat against West Berlin. However, the United States continued to be drawn deeper into the Vietnam conflict and its civil war.

At home, President Kennedy worked to improve the lives of Americans. He persuaded Congress to fund many programs that helped people. During his administration, television became an important source of information for everyone and helped alert people to some of the injustices practiced against African Americans. African Americans organized marches and other protests that led to fairer treatment. President Kennedy was assassinated before the end of his first term in office.



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|--|-------------------------|
| _____ 1. exchanged for money | A. anti-Castro |
| _____ 2. Central Intelligence Agency | B. Bay of Pigs |
| _____ 3. Communist groups in South Vietnam | C. CIA |
| _____ 4. blockade of a country's ports to keep cargo from coming in and out of the ports | D. coalition government |
| _____ 5. people who did not like Castro | E. naval quarantine |
| _____ 6. friendly to the United States and its allies | F. pro-Western |
| _____ 7. each group has a part in the government | G. ransomed |
| _____ 8. Cuban site of invasion by Cubans trained by United States | H. Vietcong |



Practice

Use the list below to complete the following statements.

Alliance for Progress	Communist	nuclear missile
anti-Castro	Nikita Khrushchev	quarantine
Bay of Pigs	Laos	ransomed
Berlin Wall		

1. Fidel Castro set up a _____ government in Cuba.
2. There was a plan to invade Cuba at the _____.
3. Cubans who did not like Castro were called _____.
4. The invaders were captured, but later were _____ for money.
5. President Kennedy formed the _____ with several Latin American countries.
6. In 1962, the United States learned that Cuba had built _____ bases.
7. President Kennedy warned Premier _____ to remove the missiles.
8. American ships placed a naval _____, or blockade, around Cuba.



9. The East German and Soviet soldiers built the
_____ between East and West Berlin.
10. _____ is a small country in Indochina next to
Vietnam.



Practice

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 1. John F. Kennedy was the youngest man ever elected as United States President.
- _____ 2. Fidel Castro's government received aid from the United States in the 1960s
- _____ 3. An invasion of Cuba was planned by the United States Central Intelligence Agency (CIA).
- _____ 4. Premier Nikita Khrushchev supported the United States Bay of Pigs invasion.
- _____ 5. The Bay of Pigs invasion was a success.
- _____ 6. The United States gave money to Latin America to try to reduce poverty and gain allies.
- _____ 7. President Kennedy decided to attack Cuba and take the missiles.
- _____ 8. Soviet ships did not try to cross the naval blockade.
- _____ 9. Khrushchev refused to remove the missiles from Cuba.
- _____ 10. President Kennedy used television to inform the American people about the Cuban Missile Crisis.



Practice

Circle the letter of the correct answer.

1. President Kennedy ordered the Soviets to remove nuclear missiles from _____.
 - a. Berlin
 - b. Laos
 - c. Cuba
2. The Berlin Wall was built because the Soviets wanted to _____.
 - a. protect the people in East Berlin
 - b. keep East Germans from escaping to West Berlin
 - c. unite East and West Berlin
3. The United States became involved in problems in _____.
 - a. Laos
 - b. Vietnam
 - c. all of the above
4. Laos had a coalition government, or a government in which _____.
 - a. each political group helped run the country
 - b. only pro-Western groups were elected
 - c. the Communists controlled the government
5. The Vietcong wanted to _____.
 - a. overthrow the government of North Vietnam
 - b. reunite North and South Vietnam
 - c. overthrow the Communists in North Vietnam
6. President Kennedy decided to help South Vietnam by _____.
 - a. sending American military advisers
 - b. asking the United Nations to send an international force
 - c. giving them the atomic bomb



Practice

Place a check by each statement that is **true** about the term. There may be more than one true statement about each term.

1. The Peace Corps:

- _____ a. Americans were sent to help underdeveloped countries.
- _____ b. Nuclear weapons were destroyed.

2. National Aeronautics and Space Administration (NASA):

- _____ a. It outlawed nuclear testing in the atmosphere.
- _____ b. It was in charge of landing a man on the moon.

3. Nuclear Test Ban Treaty:

- _____ a. It stopped certain kinds of nuclear testing.
- _____ b. It was an agreement between Soviet Union and United States.

4. A New Frontier:

- _____ a. President Kennedy's plans to improve life for more Americans.
- _____ b. The program passed by Congress to provide medical care for the aged.



Practice

Write a brief description of the terms below using complete sentences.

1. cosmonaut: _____

2. Alan B. Shephard: _____

3. desegregate: _____



4. freedom riders: _____

5. Southern Christian Leadership Conference (SCLC): _____

6. freedom marchers: _____

7. assassinate: _____



Practice

Place a check by each statement that is **true** about the person named. **There may be more than one true statement about each person.**

1. James Meredith:

- _____ a. African American who refused to give his bus seat to a white man
- _____ b. the first African American to enroll at the University of Mississippi
- _____ c. white governor who prevented African Americans from enrolling in public schools

2. Medgar Evers:

- _____ a. head of the Mississippi NAACP
- _____ b. African American who was assassinated in Dallas
- _____ c. African-American civil rights leader murdered in Mississippi

3. Bayard Rustin:

- _____ a. African-American leader who was assassinated in Mississippi
- _____ b. promised to uphold segregation forever
- _____ c. organized the march on Washington

4. Dr. Martin Luther King, Jr.:

- _____ a. spoke to freedom marchers in Washington, D.C.
- _____ b. described his dream about a free America
- _____ c. murdered during a motorcade

5. John F. Kennedy:

- _____ a. first Roman Catholic elected President
- _____ b. opposed plans to desegregate schools
- _____ c. assassinated while driving through Dallas, Texas in a motorcade



Practice

Write **True** if the statement is correct. Write **False** if the statement not correct.

- _____ 1. President Kennedy approved the unsuccessful invasion at the Bay of Pigs in Cuba.
- _____ 2. The Cuban Missile Crisis ended when the Soviets agreed to remove the nuclear missiles.
- _____ 3. The United States sent 1,500 soldiers to assist the Soviets in building the Berlin Wall.
- _____ 4. Communists in Laos wanted their country to have a coalition government.
- _____ 5. The leader of South Vietnam was overthrown and murdered.
- _____ 6. Americans did not approve of the Peace Corps.
- _____ 7. A cosmonaut is to the Soviets as an astronaut is to the United States.
- _____ 8. The United States and Soviet Union signed an agreement to test nuclear missiles underwater.
- _____ 9. One New Frontier program increased the minimum wage to \$1.25 per hour.
- _____ 10. The Interstate Commerce Commission segregated all buses in the South.



Practice

Write **Fact** beside each **factual** statement. Write **Opinion** beside each statement that is an **opinion**.

- _____ 1. Groups staged sit-ins and demonstrations to protest segregation in the South.
- _____ 2. Northerners had no business coming to the South.
- _____ 3. Police in Birmingham, Alabama, attacked nonviolent demonstrators.
- _____ 4. The United States spent too much money on the space program.
- _____ 5. Television helped change some American's opinions about civil rights.
- _____ 6. President Kennedy should not have approved the invasion of the Bay of Pigs.
- _____ 7. From our experience in Laos, we know that coalition governments do not work.
- _____ 8. Kennedy's administration faced many of the same foreign problems Eisenhower had encountered.



Practice

Use the list below to write the correct term for each definition on the line provided.

anti-Castro
Bay of Pigs
Central Intelligence Agency (CIA)
cosmonaut
freedom riders

naval quarantine
Nuclear Test Ban Treaty
pro-Western
ransomed

- _____ 1. a failed invasion of Cuba by Cuban exiles trained by the United States
- _____ 2. Cubans opposed to Fidel Castro and the government he led
- _____ 3. a Soviet astronaut
- _____ 4. blockade of a country's ports to keep cargo from coming in and out of the ports
- _____ 5. friendly to the United States and its allies
- _____ 6. exchanged for money or other object of value
- _____ 7. people of different races who traveled to the South to protest segregation in bus stations
- _____ 8. agreement between the United States, Great Britain, and the Soviet Union not to test nuclear weapons above ground or underwater
- _____ 9. United States agency that gathers information about foreign countries and affairs



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|---|
| _____ 1. a program established by President Kennedy that sent trained American volunteers to needy countries | A. Alliance for Progress |
| _____ 2. a wall built by East German and Soviet soldiers to keep East Germans from escaping to West Berlin | B. ban |
| _____ 3. United States agency in charge of space program | C. Berlin Wall |
| _____ 4. incident in which United States forced the Soviet Union to remove nuclear missile bases it had built in Cuba | D. coalition government |
| _____ 5. to prohibit or stop | E. Cuban Missile Crisis |
| _____ 6. organization put together by Dr. Martin Luther King, Jr. to combat discrimination across the country | F. National Aeronautics and Space Administration (NASA) |
| _____ 7. John F. Kennedy's social and economic programs of the early 1960s | G. New Frontier |
| _____ 8. a government made up of opposing political parties who share in the running of a country's government | H. Peace Corps |
| _____ 9. President Kennedy's program to provide economic aid for Latin American countries | I. Southern Christian Leadership Conference (SCLC) |



Practice

*Answer the following using complete sentences. Support your opinion statements with actual **facts** and **events** that happened in the **1960s**.*

1. How do you think the use of television has changed Americans' views? _____

2. Why did the United States become involved in other countries' wars? Do you feel we had a right to? _____

3. Why did the United States not do more to help East Germans after the Soviet Union put up the Berlin Wall? _____



4. What do some feel it is very important to develop a strong space program in the United States? _____

5. In the 1960s some civil rights groups (like the SCLCV, SNCC, and NAACP) thought the only way to improve conditions was through nonviolent protests. Why do you think they took this approach rather than a more aggressive plan? _____

Unit 7: The Stormy Sixties (1963-1968)

This unit emphasizes the foreign and domestic issues of President Lyndon B. Johnson's administration, the war in Vietnam, and legislation passed to improve life for many Americans.

Unit Focus

- reasons Vice President Lyndon B. Johnson became President
- reasons Warren Commission was created to investigate President John F. Kennedy's assassination
- social, environmental, and economic legislation begun during administration of President Kennedy and passed during administration of President Lyndon B. Johnson
- reasons President Johnson won presidential election against Barry M. Goldwater
- social, economic, and political issues during President Johnson's administration
- reasons President Johnson did not run for reelection





Vocabulary

Study the vocabulary words and definitions below.

affluent	financially well-off
baby boom	a period shortly after World War II from 1946 to 1964 when the birth rate rose sharply
casualties	soldiers who are killed, wounded, or missing in action
Civil Rights Act of 1964	outlawed racial discrimination where federal funds are used; opened public places and facilities to African Americans
Great Society	the social and economic programs of President Lyndon B. Johnson
Gulf of Tonkin Resolution	act of Congress that gave President Johnson the power to wage an undeclared war against North Vietnam
hippies	young people in 1960s who rebelled against their parents' way of life
inflation	prices and the cost of living rise
legislation	laws passed by Congress
Medicare	provides hospital insurance and low-cost medical insurance to Americans 65 and over, established in 1965



- national debt** money owed by the government
- New Left** groups who wanted to change American politics to improve conditions throughout the world
- pigs** antiwar groups' name for policemen
- poll tax** a tax people had to pay in order to vote
- Tet Offensive** a powerful attack launched by the Vietcong and North Vietnamese in January of 1968 against the South Vietnamese
- Voting Rights Act of 1965** provided federal protection for voters at voter registration sites
- War on Poverty** name for President Lyndon Johnson's program of aid to the poor
- Warren Commission** group headed by Chief Justice Earl Warren to investigate the assassination of President John F. Kennedy
- white backlash** turnaround in many whites' opinion
- Wilderness Act of 1964** set aside nine million acres of national land as national forests



Who's Who in the Stormy Sixties

Barry M. Goldwater

Eugene J. McCarthy

Hubert H. Humphrey

Lee Harvey Oswald

Lyndon B. Johnson

Jack Ruby

Robert F. Kennedy

Earl Warren

Martin Luther King, Jr.



Introduction

Vice President *Lyndon B. Johnson* became President on November 22, 1963, when John F. Kennedy was assassinated. He continued many of the programs begun by President Kennedy to help improve life in the United States. He continued this effort after he was elected President in 1964. His programs aided the country's poor and elderly, and helped African Americans continue their civil rights movement. He was unable, however, to survive the political unrest that resulted from the Vietnam War.



President Lyndon B. Johnson

President Johnson's First Task

President Johnson's first task was to lead the United States through the days following Kennedy's tragic death. The man arrested in Dallas for murdering President Kennedy was *Lee Harvey Oswald*. Oswald had a mysterious history and had once lived in the Soviet Union. His past eventually raised many questions about the Kennedy assassination. Oswald, however, never had a chance to talk about his part in Kennedy's murder. Two days after Kennedy's assassination, Oswald was shot and killed.

Television carried 24-hour coverage of the events following Kennedy's death. Americans watched in disbelief as *Jack Ruby* shot Oswald while the police were moving him from a police station to a more permanent jail.

The Warren Commission

President Johnson appointed a commission headed by Chief Justice *Earl Warren* to investigate Kennedy's murder. After nine months, the **Warren Commission** concluded that Oswald was the *lone assassin*: they believed Oswald was the only person to shoot Kennedy.

However, they could not answer all the questions about Kennedy's assassination. In the years that followed, people continued to wonder about the assassination. As recently as 1992, new investigations suggested that more than one person acted to assassinate the President.



President Johnson and the Kennedy Legislation

President Johnson served 30 years in the House of Representatives and the Senate before becoming Vice President in 1961. He was skilled at passing **legislation**, or laws, through Congress. President Johnson persuaded Congress to pass many of the programs of the late President Kennedy. Johnson's social and economic programs were nicknamed the **Great Society**.

Civil Rights Act of 1964

One of the most important pieces of legislation passed during the Johnson administration was the **Civil Rights Act of 1964**. This act said there could be no racial discrimination where federal funds were used. The law opened public places and facilities to African Americans and tried to protect their right to vote.

Congress Strengthens the Right to Vote

Some southern states had a **poll tax**. This was a tax people had to pay in order to vote. It kept poor people and African Americans from voting. Congress ratified the 24th Amendment in July of 1964, ending the poll tax.

War on Poverty

Johnson persuaded Congress to set aside money to provide for job training programs and loans to needy college students. In addition, the food stamp program was enlarged to help people on welfare, and states received money for hospitals and health centers.

Wilderness Act of 1964

Cities received millions of dollars to improve mass transit and highways. Congress also cut personal income taxes, which gave people more money to spend. Congress showed its concern for the environment by passing the **Wilderness Act of 1964**. This act set aside nine million acres of land for national forests.





Election of 1964

Lyndon B. Johnson was the Democrats' choice in the election of 1964. His Republican opponent was *Barry M. Goldwater*. Goldwater had voted against many of the Kennedy-Johnson bills. He also seemed to favor the use of small nuclear weapons in the Vietnam War. Goldwater scared voters and was badly defeated by Johnson.



Lyndon B. Johnson was the Democrats' choice. Johnson won 44 states in the 1964 election.



Barry Goldwater was the Republicans' choice. Goldwater won only six states.

The Great Society

As part of the *Great Society*, President Johnson talked of waging a **War on Poverty**, his program to aid the poor. One important bill passed by Congress was the **Medicare** bill. This bill provided low-cost hospital insurance for citizens over the age of 65. Another important bill was a one billion dollar aid program for education. It helped needy students attend school. Schools receiving any of these funds were required to obey desegregation laws.

In 1965 the Appalachian Regional Development bill gave over one billion dollars to help people in the poor areas of the Appalachian Mountains. A Housing and Urban Development bill provided funds to build public housing and help low income families pay rent.

Other acts by Congress and President Johnson aimed at improving housing, transportation, and the environment. Congress created two new cabinet positions—the *Department of Housing and Urban Affairs (HUD)* and the *Department of Transportation (DOT)*. A rising concern about pollution prompted Congress to take first steps toward cleaning up the nation's air and water.



Johnson and Kennedy Legislation

DISCRIMINATION

- 1964** **Civil Rights Act of 1964** said there could be no racial discrimination where federal funds were used. It outlawed discrimination in jobs, housing, and public accommodations.
- 1964** **Twenty-fourth Amendment** ended the poll tax in federal elections.
- 1965** **Voting Rights Act of 1965** ended the requirement of voters passing literacy tests in order to vote and allowed the federal government to monitor voter registration.

CITIES AND ENVIRONMENT

- 1964** **Department of Housing and Urban Development** was created to improve housing by creating federal housing programs.
- 1964** **Wilderness Preservation Act** set aside nine million acres of national land as natural forests.

POVERTY

- 1965** **Medical Care Act** established Medicare and Medicaid programs.
- 1965** **Appalachian Regional Development Act** set aside money for highways, health centers, and resource development in poor areas of the country.

Inflation

The 1964 tax cut gave Americans more money to spend on goods and services. At the same time, the government also was spending more money on new programs. As a result, there was **inflation**. In other words, prices and the cost of living were rising. The government was going into debt. The **national debt**—money owed by the government—grew from almost four billion dollars in 1966 to over \$25 billion in 1968.





Inflation and the Cost of Living



As prices continued to go up, the purchasing price of the dollar continued to get smaller.

Courtesy of the J. N. "Ding" Darling Foundation

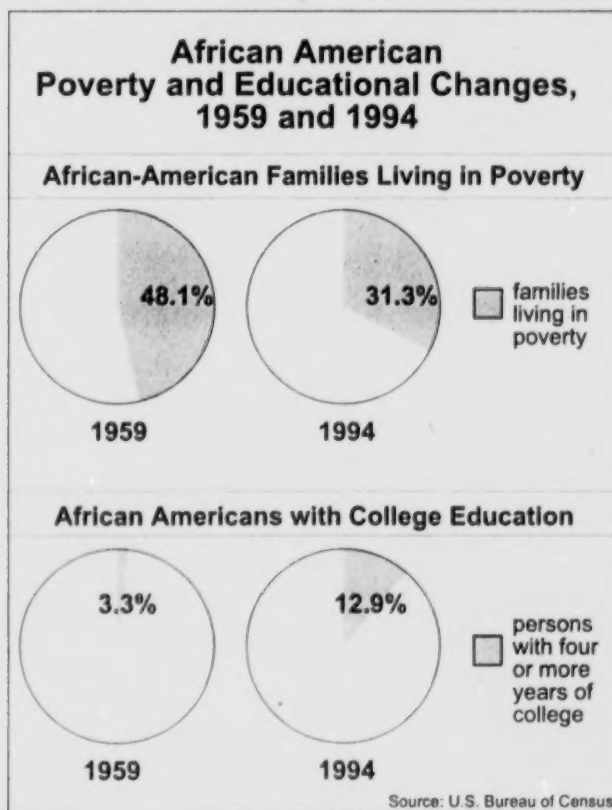
A Social Revolution

The pace of social change increased in the 1960s. Two major groups led the fight for social changes—African Americans and America's youth.



African Americans

The President and Congress were slowly desegregating the South. They passed a strong Civil Rights Act in 1964 that opened public places, including restaurants, to African Americans. Schools in the South were desegregating. At the same time, civil rights groups worked to register African-American voters. Some whites violently worked against desegregation. In 1964 three civil rights workers were murdered in Mississippi. Others were beaten, or their homes were burned. The violence frightened some African Americans away from voting.



In March of 1965, Dr. Martin Luther King, Jr., helped support African-American voter registration. He led peaceful marches through Selma, Alabama. As Americans watched on television, the marchers were attacked by the Selma police. Governor Wallace did not try to protect the marchers.

Bus boycotts continued around the South. Protesters staged *sit-ins* on college campuses and at segregated lunch counters.

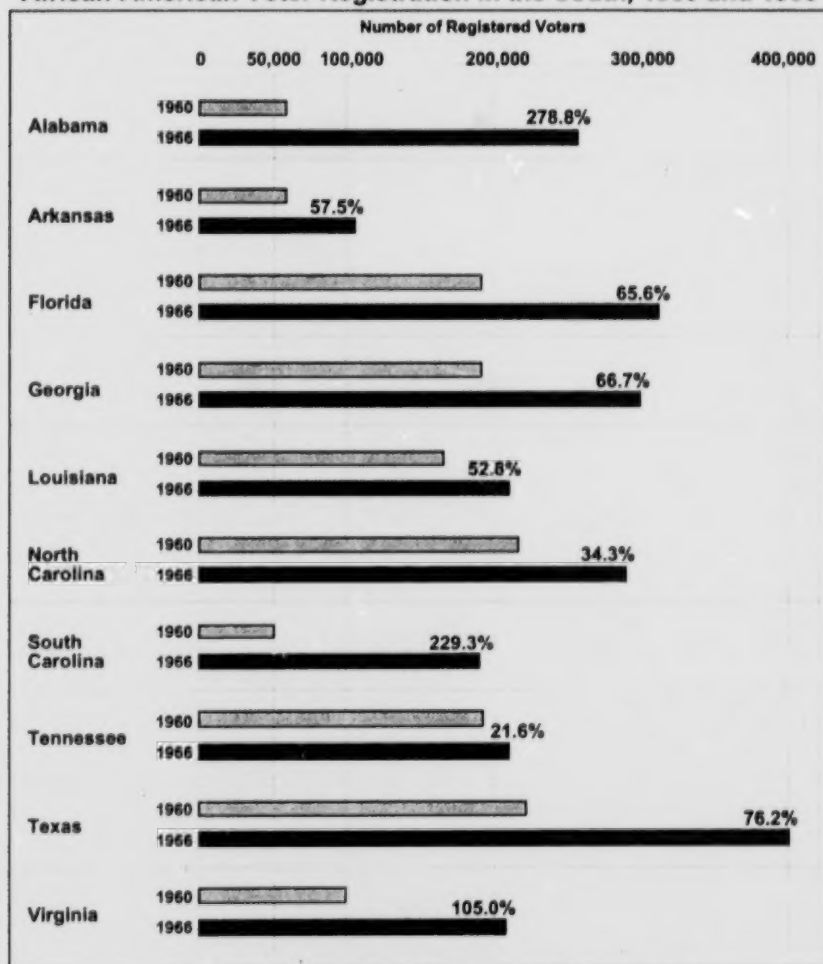


President Johnson finally ordered the Alabama National Guard, federal marshals, and the Federal Bureau of Investigation (FBI) to protect the marchers. Federal troops escorted the marchers on the four-day walk from Selma to Montgomery.

Voting Rights Act of 1965

Six months after the marches in Alabama, Congress passed the **Voting Rights Act of 1965**. The act provided federal protection at voter registration sites. African-American voter registration rose 50 percent over the next year.

African-American Voter Registration in the South, 1960 and 1966



% = Percentage of increase between 1960 and 1966



Urban Revolt

Change for African Americans was slower in the North and in large cities. Many African Americans were becoming frustrated, or upset. They wanted conditions to improve much faster. As a result, the urban civil rights movement began to split apart. One group wanted to continue to protest in a *nonviolent* way. Another decided *violence* was the only means to end racial discrimination.

In the summer of 1965, riots broke out in Watts, an African-American neighborhood in Los Angeles. In 1967 riots by African Americans destroyed areas of Newark, New Jersey, and Detroit, Michigan. Forty-three people were killed and 5,000 left homeless in Detroit.

The riots caused a **white backlash**, or turnaround in white opinion. Many white people condemned the riots. Congress failed to pass any new civil rights legislation in 1966–67.

The Youth Rebellion

Children born during the **baby boom** shortly after World War II grew up in the 1960s. Many of their parents were **affluent**, or well off. These children had been surrounded by countless technological gadgets and were the first *television generation*. Many tended to be aware of social and environmental problems. They knew about the threat of nuclear war and, in the 1960s, they were concerned about the Vietnam War.

Some of these young people rebelled against their parents' way of life and the institutions they felt were responsible for many of the country's problems. They left home to join the counterculture, or a culture different from their parents. They were called **hippies**. They grew their hair long and dressed in different ways. Drug use was a feature of the lifestyles of some of the hippies.





The New Left

Many youths throughout the country became involved in political movements. College campuses became centers for the **New Left**, groups who wanted to change American politics. The followers of the New Left blamed the United States for many problems in the world.

Organizations such as the Students for a Democratic Society (SDS) called for revolution in America. Their heroes included well-known Communists. They held frequent antiwar protests against American involvement in Vietnam. Their protests received a lot of television coverage. Many ordinary Americans disliked these outspoken young people.

Vietnam and the Antiwar Protest

Although the United States was fighting in Vietnam, the United States Congress had not declared war on North Vietnam. Instead, in August of 1964, Congress approved the **Gulf of Tonkin Resolution**. This gave President Johnson the power, as Commander-in-Chief, to wage war against North Vietnam.



By the end of 1965, President Johnson had sent nearly 200,000 American troops to Vietnam. By 1968 **casualties**, soldiers who were either killed, wounded, or missing in action, numbered more than 100,000. In February of 1968, the Vietcong and North Vietnamese launched a powerful attack against the South Vietnamese called the **Tet Offensive**. The North Vietnamese gained control of many South Vietnamese cities. Eventually, American troops and the South Vietnamese Army regained most of South Vietnam. This victory, however, was at a great cost. Many people were killed and much land was destroyed. In 1969 the number of American troops in Vietnam reached 545,000. The Tet Offensive is considered a turning point in favor of the Vietcong and North Vietnamese.

Television brought the horror of Vietnam directly to American viewers. As time passed, they were becoming divided over Vietnam. Some people



believed the United States should fight Communist aggression. Some felt the United States was not fighting aggressively enough to prevent the Soviets and Chinese from aiding North Vietnam, and as a result, more American lives were being lost fighting a war that could not be won. Others, however, believed the United States had no business fighting in Vietnam. The antiwar protesters—people against the war—grew louder and more violent. Many feared Johnson was not telling them the truth about the war.



The Democrats Split

Democratic candidates for the 1968 presidential election debated the Vietnam War. Democratic Senator *Eugene J. McCarthy* decided to run against President Johnson. McCarthy wanted to end the war in Vietnam. Another Democrat, *Robert F. Kennedy*, who was also against the war, entered the race. Robert Kennedy was the brother of John F. Kennedy. McCarthy and Kennedy received strong support. President Johnson had lost his support because he had continued the war in Vietnam.

On March 31, 1968, President Johnson made a television address. He discussed the war in Vietnam and called for peace talks. However, he surprised everyone when, at the end of his address, he announced that he would not run for reelection. Three days after Johnson dropped out of the campaign, North Vietnam agreed to peace talks.

A Violent Campaign Year

On April 4, 1968, the day after North Vietnam agreed to peace talks, Dr. Martin Luther King, Jr., was assassinated in Memphis, Tennessee. Riots, burning, and looting took place in 100 cities, including Washington, D.C. Americans watched both the assassination and the riots on television.

The country was reeling from President Johnson's announcement, the death of Dr. King, and the riots. Then, on June 5, Senator Robert F. Kennedy also was assassinated after making a campaign primary victory speech in Los Angeles. As Americans mourned the deaths of these men, they tried to make sense of the sudden violence.



The Chicago Convention

Vice President *Hubert H. Humphrey* announced after President Johnson dropped out of the election that he would enter the Democrat's campaign for President. The Democratic Convention was held in Chicago in July of 1968 and was unlike any ever seen. The Chicago convention hall was ringed with barbed wire and protected by armed guards.

Large groups of antiwar protesters camped out on the grounds around the convention hall. Police squads were on hand to control the angry protesters. The antiwar groups yelled at and made fun of the police, calling them **pigs**. The protesters and police wound up fighting before television cameras.

Summary

President Johnson was successful in getting Congress to pass legislation to improve life for African Americans and citizens who were poor or elderly. He also tried to fight an unpopular and costly war in Vietnam. He served during a violent period in American history. Finally, he decided not to run for reelection in 1968.

In the United States, African Americans organized to end racial discrimination. Their frustrations led to riots in many cities. Rebellious youths organized against the Vietnam War and worked for other social changes.



Practice

Answer the following using complete sentences.

1. What was the name of the man arrested for assassinating President Kennedy? _____

2. What happened to this man shortly after his arrest? _____

3. Who was Jack Ruby? _____

4. How was it possible for Americans to see all of these events as they happened? _____

5. What was the purpose of the Warren Commission? _____

6. What is meant by the term *lone assassin*? _____



7. What has been suggested by more recent investigations? _____

8. Why did Congress pass the legislation proposed by Kennedy?

9. How had President Johnson become skilled at getting Congress to pass laws? _____



Practice

*Read the statements below each question. Write **Yes** by each statement that answers the question. Write **No** by each statement that does not answer the question.*

1. What did the Civil Rights Act of 1964 state?
☐ a. When federal funds were used, there could be no racial discrimination.
☐ b. Public places and facilities were closed to African Americans.
☐ c. Voting rights were protected.
2. How did the Kennedy legislation affect poor people?
☐ a. It provided for job training programs.
☐ b. More people began to get food stamps.
☐ c. College loans came to an end.
3. Which of the following programs were a result of the legislation?
☐ a. Cities received money to improve transportation.
☐ b. Personal income taxes were raised.
☐ c. States got money for hospitals.
☐ d. Wilderness areas received protection.
4. Which of the following statements are results of the legislation?
☐ a. The laws helped African Americans to enjoy more freedom.
☐ b. The lives of needy Americans were improved.
☐ c. White Americans and rich people were hurt by the laws.
☐ d. People had more money to spend.



Practice

Match each **description** with the correct term. Write the letter on the line provided.

- | | |
|--|--|
| _____ 1. what President Johnson called his social and economic programs | A. 24 th Amendment |
| _____ 2. gave over one billion dollars to help the poor people in the Appalachian Mountains | B. Appalachian Regional Development bill |
| _____ 3. ended the poll tax | C. Department of Housing and Urban Development (HUD) |
| _____ 4. provided funds for public housing and rent | D. Department of Transportation (DOT) |
| _____ 5. provided hospital insurance and low-cost medical insurance for people who are elderly | E. Great Society |
| _____ 6. a new cabinet position to handle urban problems | F. Housing and Urban Development bill |
| _____ 7. amount of money owed by the government | G. inflation |
| _____ 8. a new cabinet position to handle transportation problems | H. Medicare |
| _____ 9. prices and the cost of living rise | I. national debt |



Practice

Use the chart below to circle the letter of the correct answer.

Understanding the National Debt

The federal government gets most of its money from taxes. The money is used to pay for government. Sometimes the government makes more money than it spends. This is called a *surplus*. When government spends exactly what it makes, there is a *balanced budget*.

When government spends more money than it makes, there is a *deficit* or debt. The deficit is called the *national debt*. The national debt refers to how much money the government owes.

Federal Income and Expenditures		
Year	Federal Income	Federal Expenditures
1930	\$85 billion	\$85 billion
1940	\$90 billion	\$100 billion
1950	\$100 billion	\$100 billion
1960	\$200 billion	\$200 billion
1970	\$210 billion	\$200 billion
1980	\$575 billion	\$675 billion

- According to the chart, the government first had a deficit in _____.
 - 1940
 - 1960
 - 1980
- The government had a _____ surplus in 1970.
 - \$5 billion
 - \$10 billion
 - \$15 billion



3. According to this chart, the government has been able to balance the budget _____.
 - a. only one time
 - b. two times
 - c. three times
4. Federal income and expenditures increased the most between _____.
 - a. 1930–1940
 - b. 1960–1970
 - c. 1970–1980
5. The government spent _____ more in 1980 than it took in.
 - a. less than \$100 billion
 - b. about \$100 billion
 - c. more than \$100 billion
6. The trend in spending federal dollars from 1930–1980 has _____.
 - a. declined
 - b. increased
 - c. remained the same



Practice

Use the list below to complete the following statements.

antiwar protesters
baby boom
casualties
counterculture
hippies

New Left
pigs
Students for a Democratic Society
Voting Rights Act of 1965
white backlash

1. The _____ provided federal protection for African-American voters.
2. In a _____, many white people turned against the civil rights movement.
3. The _____ shortly after World War II produced the young people of the 1960s.
4. Many young people called _____ joined the _____.
5. Followers of the _____ blamed the United States for the world's problems.
6. The _____ claimed well-known Communists as heroes.
7. Many _____ grew loud and violent about the war in Vietnam.



8. American soldiers in Vietnam suffered over 100,000
_____ by 1968.
9. Protesters called the Chicago police _____ .



Practice

Answer the following using complete sentences.

1. How would you describe the treatment of civil rights workers in the South in 1964? _____

2. How did President Johnson help Dr. King's march through Selma, Alabama, in 1965? _____

3. What happened to African-American voter registration after 1965?

4. What issue caused the urban civil rights movement to split apart?

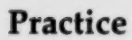
5. Name three cities where riots occurred. _____



Practice

Circle the letter of the correct answer.

1. Many parents of the young people growing up in the 1960s were *affluent*, or _____.
 - a. financially well-off
 - b. opposed the civil rights movement
 - c. did not take care of their children
2. The youth rebelled against _____.
 - a. their parents
 - b. the Vietnam War
 - c. all the above
3. The Gulf of Tonkin Resolution was important because _____.
 - a. it gave the President power to wage an undeclared war against North Vietnam
 - b. it was Congress' declaration of war on Vietnam
 - c. it ended the war in Vietnam
4. The Tet Offensive was _____.
 - a. an attack by North Vietnam on South Vietnam
 - b. the last battle in the Vietnam War
 - c. an attack by antiwar protesters
5. The 1968 campaign year was marked by the assassination of _____.
 - a. Martin Luther King, Jr.
 - b. Robert F. Kennedy
 - c. both of the above



This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



Practice

Use the list below to write the correct term for each definition on the line provided.

affluent
casualties
Great Society
hippies

inflation
Medicare
poll tax

Tet Offensive
Voting Rights Act of 1965
white backlash

- _____ 1. prices and the cost of living rise
- _____ 2. provides hospital insurance and low-cost medical insurance to Americans 65 and over
- _____ 3. soldiers who are killed, wounded, or missing in action
- _____ 4. the social and economic programs of President Lyndon B. Johnson
- _____ 5. a tax people had to pay in order to vote
- _____ 6. a powerful attack launched by the Vietcong and North Vietnamese in January of 1968 against the South Vietnamese
- _____ 7. provided federal protection for voters at voter registration sites
- _____ 8. turnaround in many whites' opinion
- _____ 9. young people in 1960s who rebelled against their parents' way of life
- _____ 10. financially well-off



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|------------------------------|
| _____ 1. laws passed by Congress | A. baby boom |
| _____ 2. act of Congress that gave President Johnson the power to wage an undeclared war against North Vietnam | B. Civil Rights Act of 1964 |
| _____ 3. antiwar groups' name for policemen | C. Gulf of Tonkin Resolution |
| _____ 4. group headed by Chief Justice Earl Warren to investigate the assassination of President John F. Kennedy | D. legislation |
| _____ 5. groups who wanted to change American politics to improve conditions throughout the world | E. national debt |
| _____ 6. a period shortly after World War II when the birth rate rose sharply | F. New Left |
| _____ 7. money owed by the government | G. pigs |
| _____ 8. name for President Lyndon Johnson's program of aid to the poor | H. War on Poverty |
| _____ 9. set aside nine million acres of national land as national forests | I. Warren Commission |
| _____ 10. outlawed racial discrimination where federal funds are used; opened public places and facilities to African Americans | J. Wilderness Act of 1964 |

Unit 8: America in Turmoil (1968-1976)

This unit emphasizes the many internal troubles and conflicts of the two terms of President Richard M. Nixon, the end of the Vietnam War, and the easing of Cold War tensions.

Unit Focus

- reasons President Richard M. Nixon was elected President on a platform of law and order
- social, political, economic, and technological events during the two administrations of President Nixon
- major events of Watergate investigation and reasons for resignation of President Nixon
- reasons Gerald R. Ford became President
- foreign problems during administration of President Ford
- reasons Jimmy Carter defeated Ford to become President





Vocabulary

Study the vocabulary words and definitions below.

- 26th Amendment** gave right to vote to 18-year-olds
- Apollo 11** spacecraft that carried first American astronauts to the moon
- détente (day tahnt)** relaxation of conflict between United States and Soviet Union
- Ervin Committee** Congressional committee that conducted Watergate hearings
- impeach** to charge a high public official with a crime
- Miranda v. Arizona (1966)** Supreme Court ruling that an accused person has to be informed of the right to remain silent and to have a lawyer present during police questioning
- Organization of Petroleum Exporting Nations (OPEC)** group of major oil-exporting countries
- Strategic Arms Limitation Treaty (SALT)** agreement between United States and Soviet Union to limit buildup of nuclear arms
- Washington Post** newspaper where the two reporters worked who exposed the Watergate break-ins



Watergate Affair burglary of Democratic National Committee offices by agents working for the Committee to Reelect the President (Nixon)

Who's Who in America in Turmoil

Spiro T. Agnew	Hubert H. Humphrey
Edwin "Buzz" Aldrin, Jr.	Henry Kissinger
Neil Armstrong	Mao Zedong
Carl Bernstein	George McGovern
Leonid Brezhnev	Richard M. Nixon
Warren Burger	Ronald Reagan
James Earl "Jimmy" Carter, Jr.	Nelson A. Rockefeller
Michael Collins	Robert Woodward
Gerald R. Ford, Jr.	



Introduction

The United States experienced many problems as the 1968 presidential election approached. The Vietnam War had caused many American casualties, yet the American forces fighting along with the South Vietnam Army were no closer to victory than when the United States had first entered the war. At home, antiwar protesters marched in the streets and held rallies to voice their opposition. The Republican candidate for President in 1968 was *Richard M. Nixon*. Nixon promised to end the Vietnam War and to return law and order to the streets of America. He had served in Congress and as Vice President under Eisenhower. He narrowly defeated Democrat *Hubert H. Humphrey* in the election and took office in January of 1969.



President
Richard M.
Nixon

Nixon and Law and Order

In the 1968 presidential campaign, Richard M. Nixon ran on a platform that included *law and order*. Many Americans felt that crime in the 1960s had gone unchecked. Indeed, statistics showed that crime had risen. During the 1968 Democratic convention, potential voters watched on TV as protesters of the Vietnam War battled with Chicago police. This TV scene helped to uphold Nixon's argument.

Some people felt that the Supreme Court had been too lenient, or easy, on people accused of crimes. In May of 1969, President Nixon nominated *Warren Burger* as Chief Justice. Nixon said that Burger would *strictly* follow the Constitution. This was understood to mean that Burger would stand up for old American values such as belief in law and order.

During the 1960s, some Americans criticized the decisions of the Supreme Court. Some were unhappy about the Court's decisions to end segregation. Some Americans objected to the Court's decisions on separation of church and state. In 1962 the Court had decided school prayer was unconstitutional. The next year, it outlawed Bible reading in the classroom. The Court was accused of weakening religious faith in young people.



Some Americans disagreed with the Court's decisions about the laws for treating people who were accused of crimes. In *Gideon v. Wainwright* (1963), the Court made states provide legal counsel for poor defendants. Under *Miranda v. Arizona* (1966), the Court ruled that police had to inform an accused person of the right to remain silent. The accused also had the right to have a lawyer present when questioned by police.

The Vietnam War Ends

During his campaign for the presidency, Nixon had also promised to end the Vietnam War. His plan was to gradually turn the fighting over to the South Vietnamese and withdraw American forces. Nixon did begin withdrawing small numbers of troops after his election. Antiwar protesters, however, wanted the United States out of Vietnam immediately.

Although Nixon had withdrawn some troops, he also expanded the Vietnam War into Cambodia. He believed that North Vietnam was using Cambodia as a base for its operations. When this information became public, many antiwar protesters became violent. On May 4, 1970, four students were shot by National Guardsmen during an antiwar demonstration at Kent State University in Ohio. Congress responded to the invasion of Cambodia by trying to limit the President's power to make war. Instead, the President ordered massive bombings on North Vietnam.

Peace talks between the United States and North Vietnam already were taking place in Paris. Nixon hoped the stepped-up bombing would force



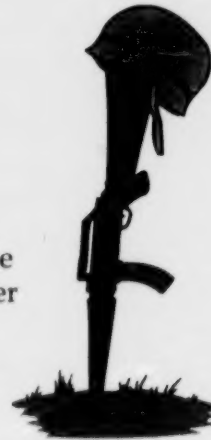
The Vietnam War ended December 30, 1972



North Vietnam to stop fighting and sign a treaty. Then, on December 30, 1972, without an explanation, Nixon halted the bombing. In January of 1973, the two sides finally signed a cease-fire. United States Secretary of State *Henry Kissinger* received the Nobel Peace Prize for his work on the cease-fire and treaty.

Results of the War

The United States lost an estimated 58,000 soldiers in Vietnam. Over 1,200 were *missing in action* (MIA). As the United States withdrew, the North Vietnamese took over South Vietnam. The country was united under a Communist government. For the first time in over 10 years, the United States was no longer fighting in Vietnam. And for the first time the United States had experienced defeat in war.



Efforts at Détente

Détente (day tahnt) is a French word that means to *ease up* or *relax*. It came to mean a relaxing of the Cold War tensions between the United States and the Soviet Union. In 1971 President Nixon surprised the American people by going to China to meet with Chinese Communist leader *Mao Zedong*. The United States had never recognized the Communist government in China. Nixon's historic trip improved relations with the Chinese.

In 1972 the President made another historic trip. He went to Russia to meet with Soviet leader *Leonid Brezhnev*. They signed a treaty to work together to limit nuclear arms. The treaty was called the **Strategic Arms Limitation Treaty (SALT)**.

Both China and the Soviet Union had supported North Vietnam during the Vietnam War. Nixon's official visits to these countries were efforts to create peaceful relations or a *spirit of détente*.



Americans in Space

As the United States moved into the 1970s, it made great strides in its space program. On July 20, 1969, the first men set foot on the moon. Neil Armstrong and Edwin "Buzz" Aldrin, Jr., left the *Apollo 11* spacecraft and landed the tiny space module, *Eagle*, on the moon. Astronaut Michael Collins, the pilot aboard *Apollo 11*, circled the moon while the two other astronauts conducted research on the surface. After a decade of research, John F. Kennedy's vision had come true. The United States space program was a success. Americans experienced a great feeling of pride in their country.

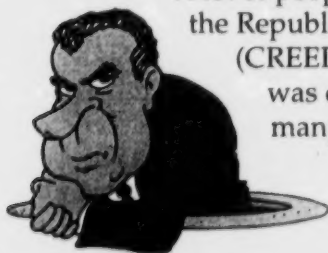


astronaut walking on the moon

Nixon Wins Reelection

President Nixon ran against the Democratic nominee Senator George McGovern in 1972. Nixon easily won reelection, winning the majority of votes in 49 of the 50 states. In 1971 the **26th Amendment** had lowered the voting age to 18. Of the few new voters who cast ballots, most voted for Nixon.

Republican "Dirty Tricks"



President Nixon was portrayed in cartoons as being "Tricky"

A lot of people were unhappy because of some "dirty tricks" the Republican Committee to Reelect President Nixon (CREEP) had played on Democrats. After the election, it was discovered that the Republicans had committed many secret, illegal acts against Democrats. One group broke into the Democratic National Committee offices located in the Watergate Apartment complex in Washington, D. C., to steal information on how the Democrats planned to run their campaign. The burglars were caught and a national scandal began.



The Watergate Investigation

The burglary of Democratic headquarters was exposed by two *Washington Post* newspaper reporters: *Robert Woodward* and *Carl Bernstein*. The break-in and subsequent events were known as the **Watergate Affair**.

President Nixon denied the crime had occurred and helped cover it up. He ordered the Federal Bureau of Investigation (FBI) not to help investigate the crime. Nixon even arranged to pay bribes to the burglars so they would not admit the truth. Meanwhile, the United States Senate set up the **Ervin Committee** to look into the crime.

The Ervin Committee learned that President Nixon had a tape recording system in his office. The tapes showed that the President had worked to prevent an investigation of the Watergate Affair. At the same time, the Committee learned that the President had helped cover up other crimes his colleagues had committed.

The Vice President Resigns

In 1973 while the Watergate investigation was going on, Vice President *Spiro T. Agnew* was accused of crimes. He had accepted *kickbacks*—illegal payoffs—when he was governor of Maryland. As Vice President, he was still receiving kickbacks. The Vice President made a deal with the prosecutors. Agnew resigned, and the court did not press charges. Agnew added to Nixon's problems.

Nixon Faces Impeachment

To **impeach** means to charge a high public official with a crime. A special committee of the House of Representatives accused President Nixon of three crimes: (1) obstructing, or preventing, justice in the Watergate crime; (2) abusing presidential powers; and (3) failing to answer questions for the House of Representatives.

Impeachment of a President

- The Constitution gives Congress the power to try a President of the United States who is accused of treason, bribery, or other high crimes.
- The House of Representatives may accuse or impeach the President.
- The Senate holds the trial.
- The Senate must vote two-thirds against the President in order to convict.
- The President would be removed from office if two-thirds of the Senate voted to convict and would never be able to hold a federal office again.

The only Presidents to be impeached were Andrew Johnson and Bill Clinton, but the Senate did not convict and both remained in office until their term ended.



President Nixon Resigns

The President's colleagues advised him to resign before he was impeached. On August 9, 1974, President Nixon submitted his resignation. He was the first President ever forced to leave office.

Gerald Ford Becomes President

When Vice President Agnew resigned in 1973, Representative *Gerald R. Ford, Jr.* was appointed to take his place. Gerald Ford then became President when Nixon resigned. Ford appointed—and Congress approved—*Nelson A. Rockefeller* as Vice President. For the first time, the country had a President and a Vice President who had not been elected to their respective offices by the people.

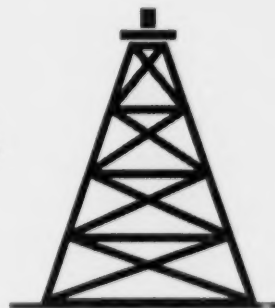
President Ford served the remaining two years of the presidential term. His first major act was to pardon, or to forgive, President Nixon for any crimes he may have committed. This cost Ford much public support in the next election.

Foreign Problems

President Ford kept Henry Kissinger as secretary of state. The two men worked to improve relations with the Soviet Union. They also tried to ease tensions between Egypt and Israel in the Middle East. However, the countries of Indochina—Laos, Cambodia, and Vietnam—continued to fight. President Ford helped many refugees from Indochina come to the United States to escape the war.

The Oil Crisis

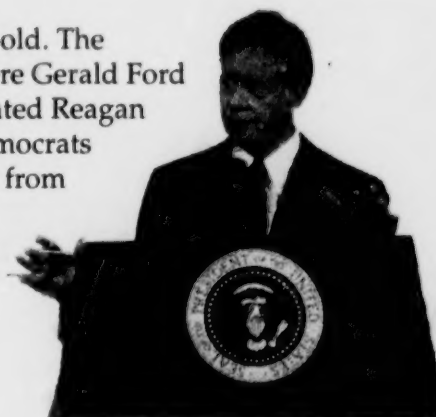
In 1973 foreign oil-producing countries formed an organization called the **Organization of Petroleum Exporting Countries (OPEC)**. They agreed to reduce oil production and raise the price of oil. This caused oil shortages in the United States. As oil prices suddenly soared, inflation also rose.





Election of 1976

In 1976 the United States was 200 years old. The Republican candidates for President were Gerald Ford and *Ronald Reagan*. Ford narrowly defeated Reagan for the Republican nomination. The Democrats nominated *James Earl "Jimmy" Carter, Jr.* from Georgia. Carter won the election by a small margin. Many cast their vote for Carter because he was not considered a Washington, D.C. *insider* who may have been involved in scandal. He took office in January of 1977.



President Jimmy Carter

Summary

While President Richard Nixon held office, the first men traveled to the moon, and the Vietnam War ended. Nixon met with the leaders of China and the Soviet Union in efforts to ease the Cold War. Nixon's Vice President Spiro Agnew was forced to resign when it was discovered he had received bribes. Then Nixon resigned rather than face impeachment over the Watergate Affair. Gerald Ford became President, and Nelson Rockefeller became Vice President. Their administration was the first in American history which had not been elected to their respective offices by the American people.



Practice

Read **Amendment 1** below about the **separation of church and state** to decide which of the following decisions would be **constitutional**? Write **Agree** if it is constitutional or **Disagree** if it is not constitutional.

Amendment 1, United States Constitution: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." This means that Congress cannot pass laws that interfere with a person's right to worship as he or she sees fit.

- _____ 1. Students are required by law to say prayers each day during classes.
- _____ 2. Students are not allowed by law to say prayers aloud each day during classes.
- _____ 3. Students may pray quietly anytime during classes.
- _____ 4. Students are required by law to read the Bible each day during classes.
- _____ 5. Students are not allowed by law to read the Bible each day during classes.
- _____ 6. Students may read the Bible at anytime except during classes.

Practice

Write a **paragraph** to explain your **opinion** of the following. Then answer the questions on the next two pages.

Supreme Court Interpretation of Amendment 1:

1962 —The Court decided school prayer was unconstitutional.

1963 —Bible reading in the classroom was outlawed.

[illegible]



Practice

Use your **opinion paragraph** from the previous page to answer the following using complete sentences.

1. Did your decision match that of the Supreme Court? _____

Why or why not? _____

2. Two decisions which provided more protection for people accused of crimes are listed below. Briefly describe the decisions.

Gideon v. Wainwright (1963): _____

Miranda v. Arizona (1966): _____



3. How do these two decisions help protect the rights of the accused? _____

4. Why did some Americans criticize the decisions on school prayer and Bible reading? _____

5. What are your views on the Gideon and Miranda decisions? _____

6. President Nixon said Chief Justice Burger would *strictly* follow the Constitution. What was this understood to mean?



Practice

Write a brief description of the following using complete sentences.

1. Neil Armstrong: _____

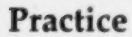
2. Edwin "Buzz" Aldrin, Jr.: _____

3. Michael Collins: _____



4. *Apollo 11*: _____

5. *Eagle*: _____



1. Give your article a *headline*.
2. Include the important people.
3. Include the main events.
4. Tell *where* the main events occurred.
5. Tell *when* the main events occurred.
6. Explain *why* the events were important.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Practice

Answer the following using complete sentences.

1. How did President Nixon plan to end the Vietnam War? _____

2. Why did protests at Kent State take place? _____

3. What did Congress try to do to President Nixon's power to make war? _____



4. What was the President's reaction to Congress? _____

5. What were the results of the Paris peace talks? _____

6. What were three results of the war? _____



Practice

Circle the letter of the correct answer.

1. *Détente* was a term that referred to _____.
 - a. increasing tensions between the United States and Soviet Union
 - b. the Cold War being over
 - c. easing tensions of the Cold War
2. President Richard Nixon surprised Americans by _____.
 - a. meeting with Communist leaders
 - b. threatening Communist leaders with war
 - c. refusing to meet with Communist leaders
3. The United States secretary of state was _____.
 - a. Leonid Brezhnev
 - b. Mao Zedong
 - c. Henry Kissinger
4. The important treaty signed by the United States and Soviet Union was the _____.
 - a. Nuclear Test Ban Treaty (NTBS)
 - b. Strategic Arms Limitation Treaty (SALT)
 - c. North Atlantic Treaty Organization (NATO)



Practice

Place a check by the statement that is **true** about each term. There may be more than one true statement about each term.

1. "Dirty tricks":

- _____ a. funny joke the Republicans played on Democrats
- _____ b. secret and illegal acts against the Democrats

2. CREEP:

- _____ a. Republican Committee to Reelect the President (Nixon)
- _____ b. Republicans who committed illegal acts to reelect President Nixon

3. Watergate Apartments:

- _____ a. place Republicans held their convention
- _____ b. place people hired by Republicans broke into Democrat headquarters

4. *Washington Post*:

- _____ a. newspaper that exposed the Watergate burglary
- _____ b. employer of Robert Woodward and Carl Bernstein

5. Ervin Committee:

- _____ a. investigated President Kennedy's assassination
- _____ b. investigated President Nixon's role in the Watergate Affair

6. Impeach:

- _____ a. to accuse a high official of a crime
- _____ b. to appoint a person to be President

7. Pardon:

- _____ a. a high official resigns from office
- _____ b. forgive someone for a crime



Practice

Match each **cause** with the correct **effect**. Write the letter on the line provided.

- | | |
|--|--|
| _____ 1. Vice President Spiro Agnew resigns. | A. The House of Representatives prepares to impeach Nixon. |
| _____ 2. House of Representatives sets up a special committee. | B. Vice President Agnew resigns. |
| _____ 3. Gerald Ford is appointed Vice President. | C. Vice President Agnew is accused of crimes. |
| _____ 4. President Nixon resigns. | D. President Nixon resigns. |
| _____ 5. Gerald Ford becomes President. | E. President Nixon is suspected of crimes. |



Practice

Answer the following using complete sentences.

1. The House of Representatives special committee listed three crimes that could result in Nixon's impeachment. What were they?

2. What evidence was found that showed Nixon had committed crimes? _____

3. On what date did President Nixon resign? _____

4. How many total years did he serve as President? _____



Practice

Answer the following using complete sentences.

1. How had Nixon become President? _____

2. How did Gerald Ford become Vice President? _____

3. How did Ford become President? _____

4. How did Nelson Rockefeller become Vice President? _____

5. What made the Ford-Rockefeller administration unusual?



6. What do the initials OPEC stand for? _____

7. What action did OPEC take in 1973? _____

8. List two effects of OPEC'S action. _____



Practice

Use the chart below to circle the letter of the correct answer.



Year	Price
1970	\$ 3.00
1975	\$11.00
1980	\$30.00
1985	\$28.00
1990	\$20.00

1. Compared to 1990, oil prices in 1970 were _____.
 - a. much higher
 - b. about the same
 - c. much lower
2. Oil prices increased the most between the years of _____.
 - a. 1970-1975
 - b. 1975-1980
 - c. 1980-1985
3. After 1980, oil prices _____.
 - a. stayed the same
 - b. decreased
 - c. increased
4. Oil prices decreased the most between the years of _____.
 - a. 1980-1985
 - b. 1975-1980
 - c. 1985-1990



Practice

*Place a check by each description that correctly identifies the **person** named.*

1. Gerald Ford:

_____ a. Republican candidate

_____ b. Democratic candidate

2. Jimmy Carter:

_____ a. Republican candidate

_____ b. Democratic candidate

3. Ronald Reagan:

_____ a. Republican candidate

_____ b. Democratic candidate

4. Republican chosen to run for office in 1976:

_____ a. Gerald Ford

_____ b. Jimmy Carter

_____ c. Ronald Reagan

5. Democrat chosen to run for office in 1976:

_____ a. Gerald Ford

_____ b. Jimmy Carter

_____ c. Ronald Reagan

6. Elected President in 1976:

_____ a. Gerald Ford

_____ b. Jimmy Carter

_____ c. Ronald Reagan



Practice

Match each definition with the correct term. Write the letter on the line provided.

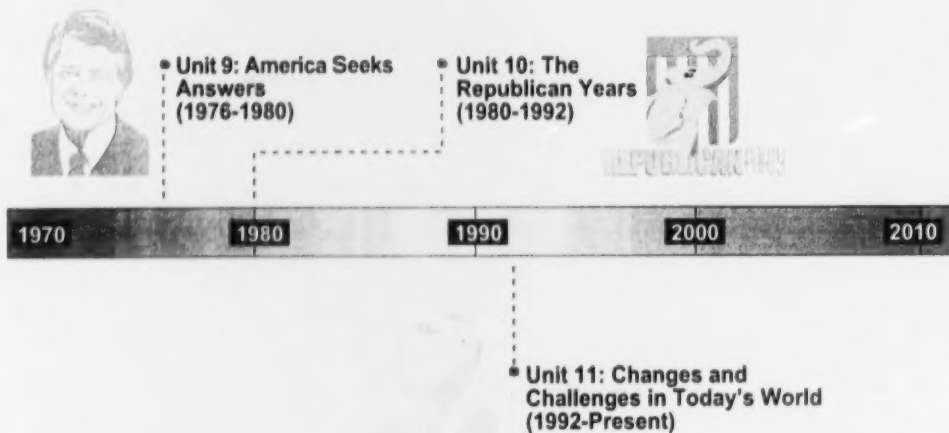
- | | |
|--|---|
| _____ 1. agreement between United States and Soviet Union to limit buildup of nuclear arms | A. 26 th Amendment |
| _____ 2. burglary of Democratic National Committee offices by agents working for the Committee to Reelect the President (Nixon) | B. <i>Apollo 11</i> |
| _____ 3. Congressional committee that conducted Watergate hearings | C. détente |
| _____ 4. gave right to vote to 18-year-olds | D. Ervin Committee |
| _____ 5. group of major oil-exporting countries | E. impeach |
| _____ 6. newspaper where the two reporters worked who exposed the Watergate break-ins | F. <i>Miranda v. Arizona</i> (1966) |
| _____ 7. relaxation of conflict between United States and Soviet Union | G. Organization of Petroleum Exporting Nations (OPEC) |
| _____ 8. spacecraft that carried first American astronauts to the moon | H. Strategic Arms Limitation Treaty (SALT) |
| _____ 9. Supreme Court ruling that an accused person has to be informed of the right to remain silent and to have a lawyer present during police questioning | I. <i>Washington Post</i> |
| _____ 10. to charge a high public official with a crime | J. Watergate Affair |

Section 3: An Ever-Changing America (1976-Present)

Unit 9: America Seeks Answers (1976-1980)

Unit 10: The Republican Years (1980-1992)

**Unit 11: Changes and Challenges in Today's World
(1992-Present)**



Unit 9: America Seeks Answers (1976-1980)

This unit emphasizes the social and environmental issues of the 1970s and the foreign and domestic issues of President James Earl "Jimmy" Carter's term in office.

Unit Focus

- social and environmental movements of 1970s
- changes in American values
- social, political, economic, and environmental problems during administration of President James Earl "Jimmy" Carter
- reasons President Carter was defeated by Ronald Reagan in presidential election





Vocabulary

Study the vocabulary words and definitions below.

- affirmative action** programs to give preference to qualified African Americans and other minorities when they apply for jobs and schools
- bicentennial** a 200th anniversary or its celebration
- Camp David Accords** peace treaty signed by Egypt and Israel
- Carter Doctrine** President Carter's proclamation that the United States would use force to protect the Persian Gulf region
- conservation** protection from waste or loss, especially of natural resources
- Department of Energy (DOE)** federal agency created to find ways to conserve and develop energy sources
- Environmental Protection Agency (EPA)** federal agency set up to investigate practices that damage the environment
- Equal Rights Amendment (ERA)** proposed amendment to constitution that would guarantee women's equal rights
- feminists** people who believe in and work for equal treatment of women, particularly in the work force



- Hispanics** people from Spanish-speaking nations and Spanish cultures including Mexico, Puerto Rico, Cuba, the Philippines, and the Dominican Republic
- hostage** a person who is kidnapped and held until certain demands are met
- Islam** religion whose followers believe in Allah as the sole deity, or God
- Muslims** believers in Islam
- National Organization for Women (NOW)** organization working for equal employment opportunities for women and protection of women's rights
- Persian Gulf region** area in the Middle East that has large reserves of oil
- recession** a period when business is bad; less serious than a depression

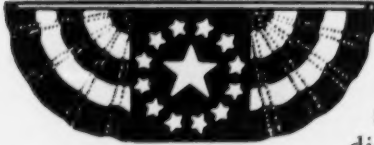
Who's Who as America Seeks Answers

Menachem Begin	Gaylord Nelson
Rachel Carson	Richard M. Nixon
James Earl "Jimmy" Carter, Jr.	Ronald Reagan
Betty Friedan	Anwar Sadat
Ayatolla Khomeini	



Introduction

In 1976 the United States celebrated its **bicentennial**, or 200th birthday. The United States is the world's oldest republic. During the 1970s, Americans



could celebrate more than just their country's birthday. Many movements by the people led to changes in the legal system and social practices that lessened discrimination against minorities and women.

As the Cold War between the United States and the Soviet Union began to wind down, the people of both countries and their governments became interested in limiting the growth of nuclear weapons. This movement to reduce weapons was just one example of Americans' interest in protecting the environment and making the country and the world a safer place to live.

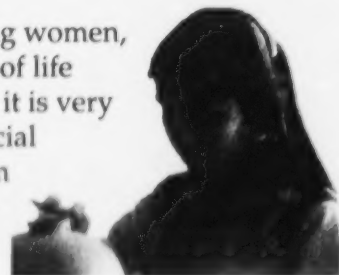
Ensuring Equal Opportunities for Everyone



We think of the United States as a country built on the ideal of equal opportunity for everyone. By *equal opportunity*, we mean that everyone will have an equal chance to succeed as a member of our society. Throughout the country's history, however, this has not always been the case. African Americans spent many years as slaves, living as human property who could be owned. Even after being legally freed, African Americans faced discrimination in the work place, in the courts, and in education.

Other minorities such as Asians and Hispanics have faced similar discrimination. And women, who made up over half of the population and nearly half of the work force in the late 1970s, experienced discrimination in much of their daily life.

Today, a large percentage of minorities, including women, live in poverty. Living in poverty is often a way of life from one generation to the next, and sometimes it is very difficult to break the cycle. Although various social movements have helped change the legal system to insure equal opportunity for everyone, some people are still victims of discrimination.





Ending Discrimination against Minorities

By 1979 the courts had ended legal segregation. Students were often bused across towns to end segregation in schools. **Affirmative action** programs gave preference to qualified African Americans when they applied for jobs or schools. Later, these programs included women and other minorities such as Native Americans and **Hispanics**—people from Spanish-speaking nations and cultures—and were designed to create more opportunity for these groups.



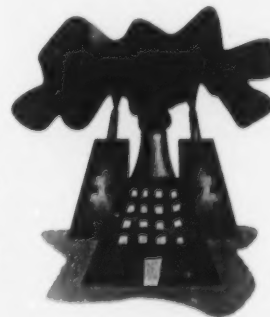
Equal Rights for Women

Women made up over half of the population of the United States. They were not a minority group; however, they experienced discrimination in the work place. Forty percent of American women held jobs, yet women received about half the pay of male workers. Many professions were closed to women.

Women called **feminists**—believers in equal opportunities for women, particularly in the work place—organized to advance their status, or situation. To gain fair opportunities, *Betty Friedan* organized the **National Organization for Women (NOW)**. NOW worked for an **Equal Rights Amendment (ERA)** to the Constitution. The ERA was intended to end discrimination based on sex. The ERA was never ratified, but women began to turn to the United States courts for justice. The Justice Department sued large businesses to end discrimination against women. And the Equal Opportunity Act of 1972 required businesses to pay equal wages for equal work, regardless of whether a worker was male or female. Although legislation has improved the situation, some problems do still exist.

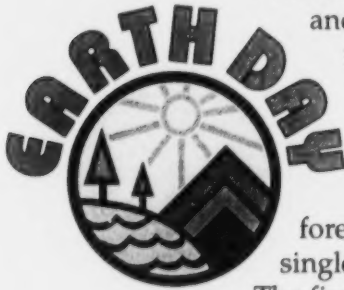
The Environmental Movement

As early as 1962, the book *Silent Spring*, by *Rachel Carson*, had warned about damages to the environment. All over the country, air and water were becoming polluted by wastes from automobiles, industry, and pesticides. During the 1970s, Americans began to show their concern for the environment.





In 1970 President *Richard M. Nixon* created the **Environmental Protection Agency (EPA)**. The EPA was set up to investigate practices that damaged the environment and to develop ways to protect the environment in the future. Congress passed the Clean Air Act in 1970 and the Water Pollution Control Act in 1972. By the mid-1970s, cities and states were passing laws to regulate the use of a variety of dangerous wastes. National, state, and local governments, along with citizens, were trying to clean up America's soil, water, and forests. Senator *Gaylord Nelson* helped establish a single day dedicated to environmental awareness. The first *Earth Day* was held on April 22, 1970.



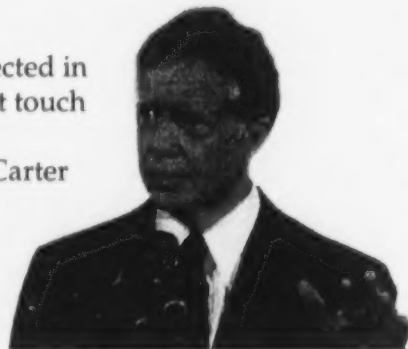
American Values

The social revolution of the 1960s resulted in changes in American values. Subjects such as nudity, sex, and abortion were openly discussed for the first time. Easy divorce laws resulted in the growth of single-parent families. Religion was still important, but religious services began showing a decline in attendance when compared to the growing population.

Many older Americans were upset by the new values in American society. They feared traditions that the United States had been built on were being lost. These Americans longed to return to simpler times. The phrase *generation gap* was often used to describe the difference in beliefs between the younger and older generations.

The Carter Administration

President *James Earl "Jimmy" Carter, Jr.*, elected in 1976, believed that the presidency had lost touch with the American people. To bring the presidency back to the people, President Carter wanted an *open administration*. That is, he wanted to keep in touch with the American people through small town meetings or by call-ins on special radio and TV programs. President Carter's plan was to restore the faith in public officials that was lost due to recent



President Jimmy Carter



scandals in the federal government. The demands of his office, however, left him little time to stay in direct contact with citizens.

Carter's administration had many ambitious goals to improve life in the United States. Carter soon found, however, that making changes in government was difficult and that world events were unpredictable.

Panama Canal Treaties

President Theodore Roosevelt had leased the Panama Canal Zone from the government of Panama in 1902. The lease granted the United States control of the Canal Zone for an unlimited time. In 1978 President Carter signed treaties to return the Canal Zone to Panama. He was sharply criticized for the treaties, but the Senate ratified them.



Panama Canal

Human Rights

President Carter emphasized protecting human rights all over the world. He protested the way some foreign governments treated their citizens. Many foreign leaders said Carter had no right to interfere in their country's affairs. Some of these leaders were dictators who had helped the United States prevent the spread of communism. Carter's critics accused him of increasing international tensions through his efforts to promote human rights.

Camp David Accords

President Carter's greatest success in foreign affairs came in the Middle East. Since Israel's birth as a state in 1948, there had been a constant threat of war between Egypt and Israel. President Carter arranged for the leaders of the two countries to meet at Camp David, near Washington,

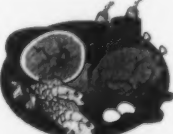


D.C. President *Anwar Sadat* of Egypt and Prime Minister *Menachem Begin* of Israel signed a formal peace treaty in 1979. The treaty was called the **Camp David Accords**. This is considered one of President Carter's greatest accomplishments.

The Economy

In 1976 the year President Carter was elected, the economy was coming out of a **recession**, or a downturn, in business. Unemployment was high. So was inflation. Carter's administration considered increasing government spending to ease unemployment. Government spending, however, would raise inflation. A sharp increase in the cost of oil also was raising inflation. Improving the economy was a constant struggle for the Carter administration.

Inflation, 1970 and 1980

	Cost of gasoline per gallon	Cost of a monthly food bill for a family of four
1970	36¢ 	\$42.90 
1980	\$1.19	\$93.80

An Energy Crisis

Having to rely heavily on foreign oil for energy lessened the nation's control of its economy. President Carter saw the need for energy **conservation**, or using less energy. A federal **Department of Energy** (DOE) was created to find ways to conserve and develop new energy sources. Often, the DOE reports were published so the American public could help with the problem.

Revolution in Iran

In 1979 the pro-Western government of Iran was overthrown in a revolution. Iran, located in the **Persian Gulf region**, had been an important source of oil for the United States. The revolutionaries stopped



oil shipments. Americans soon felt the impact of the oil shortage. Oil and gas products became more expensive, and there was a gasoline shortage. Consequently, people had to wait in long lines to buy gas.

American Hostages in Iran

The revolution in Iran was led by the *Ayatollah Khomeini*, a devout **Muslim**. A Muslim is a person who believes in **Islam**. Islam is a religion that believes in Allah as the sole deity, or God. The Muslims overthrew the government of the Shah, or ruler of Iran, who then fled the country. The Iranians wanted the Shah returned to stand trial in Iran.

President Carter allowed the Shah to come to the United States to receive medical care. This angered the new leaders of Iran. In November of 1979, Iranians seized 53 American hostages in the American Embassy in Iran. A **hostage** is a person kidnapped and held until certain conditions have been met. President Carter and his advisors devised a plan to rescue the hostages, but the mission failed. Meanwhile, Iran went to war with its neighbor Iraq, another Persian Gulf country.



Middle East - Persian Gulf Region



The Carter Doctrine

In January of 1980, the Soviet Union invaded Afghanistan, a country near Iran. (See map on previous page.) President Carter announced that the United States would use force to protect the Persian Gulf region. This was called the **Carter Doctrine**.

Elections of 1980



President Jimmy Carter

Economic inflation and the hostage crisis badly hurt President Carter's chances for reelection. His Republican opponent was *Ronald Reagan*, a former movie star and governor of California. Governor Reagan won 489 electoral votes to 49 for Carter. In 1981 Ronald Reagan became the 40th President of the United States.



President Ronald Reagan

Summary

During the 1970s, minorities and women worked to gain protection under the law from discrimination. People began to focus more on the problems within the United States. In particular, Americans began conserving the environment from pollution.

President Carter wanted to improve conditions in the United States and the world. However, he had to deal with inflation, unemployment, and a major energy crisis that was made worse by problems in the Persian Gulf region. After serving only one term, he was defeated by Ronald Reagan in 1980.



Practice

Circle the letter of the correct answer.

1. A _____ occurs once in 200 years.
 - a. biennial
 - b. bicentennial
 - c. biannual
2. A _____ is a period when business is bad, though less serious than a depression.
 - a. recession
 - b. reception
 - c. repression
3. Women who organize to advance their status, or situation, are called _____.
 - a. finalists
 - b. feminine
 - c. feminists
4. A _____ is a person held until certain conditions are met.
 - a. hostel
 - b. hostage
 - c. hostile
5. A person who believes in the religion of Islam is a _____.
 - a. Muslim
 - b. Muslin
 - c. Muscle



Practice

Match each definition with correct term. Write the letter on the line provided.

- | | |
|--|--|
| _____ 1. book that warned about environmental damage | A. affirmative action |
| _____ 2. organization to improve the status of women | B. Environmental Protection Agency (EPA) |
| _____ 3. programs to benefit minorities | C. Equal Rights Amendment (ERA) |
| _____ 4. government agency to protect natural resources | D. National Organization for Women (NOW) |
| _____ 5. amendment designed to end discrimination based on sex | E. <i>Silent Spring</i> |



Practice

Write a brief description of each person and tell why each person is important.

1. Betty Friedan: _____

2. Rachel Carson: _____

3. Anwar Sadat: _____

4. Ayatollah Khomeini: _____

5. Menachem Begin: _____

6. Ronald Reagan: _____



Practice

Match each **answer** with the correct **question**. Write the letter on the line provided.

- | | |
|---|---|
| _____ 1. Which group makes up over half of America's population? | A. Asian and Hispanic immigrants |
| _____ 2. Which groups are minorities and have been discriminated against? | B. Cold War Era |
| _____ 3. What period seemed to be ending? | C. people were trying to clean up the environment |
| _____ 4. Why was the Clean Air Act passed? | D. students were bused across town |
| _____ 5. How were some schools finally desegregated? | E. women |



Practice

Answer the following using complete sentences.

1. Why were older Americans upset by the new values in

American society? _____

2. What did people want the government to do when the Cold

War began to wind down? _____

3. What is meant by *equal opportunity*? _____



4. Why do you believe affirmative action programs were begun?

5. What were two ways American women were discriminated against? _____



Practice

List three facts to **support** or three facts to **disprove** each statement.

1. People were interested in conserving the environment.

2. The social revolution of the 1960s caused changes in American values.



Practice

Circle the letter of the correct answer.

1. The prime minister of Israel during the Carter administration was _____ .
 - a. Anwar Sadat
 - b. Menachem Begin
 - c. Ayatollah Khomeini
2. The President of Egypt when Jimmy Carter was President of the United States was _____ .
 - a. Anwar Sadat
 - b. Menachem Begin
 - c. Ayatollah Khomeini
3. The Muslim leader of Iran after the overthrow of the Shah was _____ .
 - a. Anwar Sadat
 - b. Menachem Begin
 - c. Ayatollah Khomeini
4. President Carter hoped to keep an *open administration* by _____ .
 - a. holding town meetings
 - b. special radio and TV programs
 - c. all the above
5. The Panama Canal treaties provided for _____ .
 - a. the United States to lease the Panama Canal Zone for an unlimited time
 - b. the United States to return the Canal Zone to Panama
 - c. the United States to purchase the Canal Zone from Panama



6. President Carter was accused of interfering in the affairs of foreign countries when he _____.
 - a. expressed his concern for human rights all over the world
 - b. tried to get some leaders to prevent the spread of communism
 - c. tried to establish dictators who were friendly to the U.S.
7. The Camp David Accords were a peace treaty between _____.
 - a. Panama and Israel
 - b. the United States and Egypt
 - c. Egypt and Israel



Practice

Write a brief description of the following using complete sentences.

1. recession: _____

2. inflation: _____

3. energy conservation: _____



4. Persian Gulf region: _____

5. Carter Doctrine: _____



Practice

Answer the following using complete sentences.

1. What happens to unemployment in a recession? _____

2. How does government spending affect inflation? _____

3. How did oil prices affect inflation during Carter's administration?

4. Why did President Carter create a Department of Energy?



Practice

Place a check by the facts that support each statement.

1. Iran was a pro-Western government in the oil-rich Persian Gulf region.
☐ a. Iran was friendly to the United States.
☐ b. Iran was an important source of oil for the United States.
☐ c. Iran was not an important friend of the United States.
2. The pro-Western government of Iran was overthrown in a revolution.
☐ a. Iran became a close friend of the United States.
☐ b. Oil shipments from Iran were cut off.
☐ c. Oil and gas became expensive in the United States.
3. President Carter saw the need for energy conservation.
☐ a. Congress passed a law limiting the amount of oil the United States could use.
☐ b. The President created a Department of Energy.
☐ c. The United States stopped buying oil because it was too expensive.
4. The Iranians were angry when the Shah came to the United States.
☐ a. They did not want the Shah to return to Iran.
☐ b. They overthrew the government of Khomeini.
☐ c. They took 53 American hostages in Iran.
5. The President announced the Carter Doctrine.
☐ a. The Soviets invaded Afghanistan, near Iran.
☐ b. Iran went to war with its neighbor Iraq.
☐ c. The United States would use force to protect the Persian Gulf region.



Practice

Use the figures below to graph consumer prices over a period of years. Then use your graph about consumer prices to answer the questions on the next page.

A consumer price is the price people pay for goods. The percentage of increase or decrease can be shown on a graph called a consumer price index.

1970 – 5% increase

1972 – 2% increase

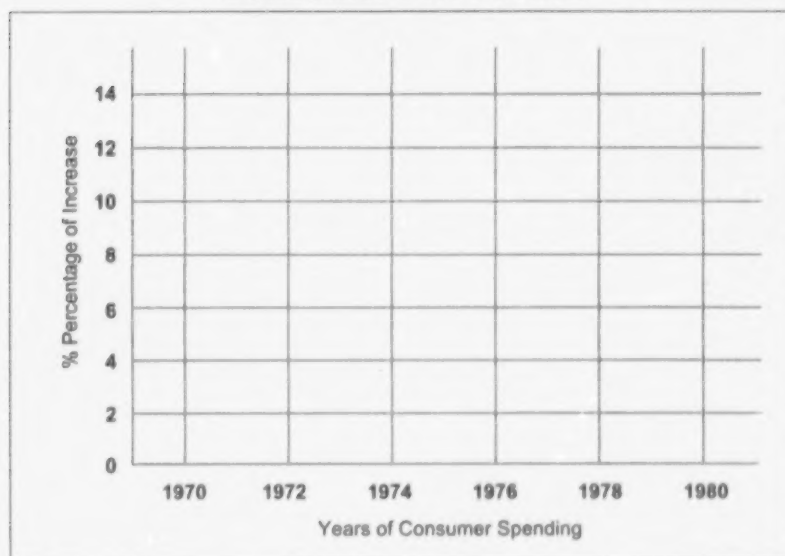
1974 – 10% increase

1976 – 5% increase

1978 – 6% increase

1980 – 13% increase

Consumer Price Index



Circle the letter of the correct answer.

1. Between 1970–72, consumer prices _____ .
 - a. increased at a lower rate
 - b. stayed the same
 - c. increased at a higher rate



2. _____ are two periods which show a consumer price increase at a lower rate than the previous year.
 - a. 1972-1974 and 1978-1980
 - b. 1970-1972 and 1974-1976
 - c. 1970-1972 and 1976-1978
3. Consumer prices reached their highest level in _____.
 - a. 1974
 - b. 1978
 - c. 1980
4. Compared to 1970, consumer prices in 1976 were _____.
 - a. much lower
 - b. about the same
 - c. much higher
5. Prices reached their lowest increase in _____.
 - a. 1970
 - b. 1978
 - c. 1972



Practice

Use the list of **events** below to answer the questions about the **consumer price index**.

- | | |
|-------------|--------------------------------------|
| 1973 | Vietnam War ends |
| 1974 | OPEC raises oil prices |
| 1976 | United States in a recession |
| 1978 | Carter increases government spending |
| 1979 | Islamic Revolution in Iran |

1. What reason could you give to explain a decrease in prices in 1973?

2. What reason could you give to explain a decrease in prices in 1976?

3. What might have caused prices to increase in 1974? _____



4. What might have caused prices to increase in 1979? _____

5. Why did events in the Persian Gulf region affect consumer prices in the United States? _____

6. What reasons can you give for the Carter Doctrine? _____



Practice

Use the list below to write the correct term for each definition on the line provided.

affirmative action
bicentennial
Carter Doctrine
conservation

feminists
hostage
Islam
recession

- _____ 1. people who believe in and work for equal treatment of women, particularly in the work force
- _____ 2. a 200th anniversary or its celebration
- _____ 3. religion whose followers believe in Allah as the sole deity, or God
- _____ 4. protection from waste or loss, especially of natural resources
- _____ 5. programs to give preference to qualified African American and other minorities when they apply for jobs and schools
- _____ 6. a person who is kidnapped and held until certain demands are met
- _____ 7. a period when business is bad; less serious than a depression
- _____ 8. President Carter's proclamation that the United States would use force to protect the Persian Gulf region



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|--|
| _____ 1. region in the Middle East that has large reserves of oil | A. Camp David Accords |
| _____ 2. federal agency created to find ways to conserve and develop energy sources | B. Department of Energy (DOE) |
| _____ 3. organization working for equal employment opportunities for women and protection of women's rights | C. Environmental Protection Agency (EPA) |
| _____ 4. people from Spanish-speaking nations and Spanish cultures including Mexico, Puerto Rico, Cuba, the Philippines, and the Dominican Republic | D. Equal Rights Amendment (ERA) |
| _____ 5. believers in Islam | E. Hispanics |
| _____ 6. proposed amendment to constitution that would guarantee women's equal rights | F. Muslims |
| _____ 7. peace treaty signed by Egypt and Israel | G. National Organization for Women (NOW) |
| _____ 8. federal agency set up to investigate practices that damage the environment | H. Persian Gulf region |

Unit 10: The Republican Years (1980-1992)

This unit emphasizes the Republican presidential terms of Ronald Reagan and George H. Bush and the social, political, and economic concerns of the 1980s.

Unit Focus

- reasons Ronald Reagan was elected President
- domestic and foreign policy issues during two administrations of President Reagan
- reasons Vice President George H. Bush was elected President
- domestic and foreign policy issues during administration of President Bush
- reasons President Bush was defeated by William Jefferson "Bill" Clinton after one term





Vocabulary

Study the vocabulary words and definitions below.

aggression	hostile, unprovoked action
AIDS	a contagious disease which lessens the body's ability to fight off disease; stands for Acquired Immune Deficiency Syndrome
annex	to incorporate a territory into an existing political unit, such as a state or a nation
atrocities	extreme brutality or cruelties
coalition	a temporary union to achieve a common purpose
Contras	name given to American-supported revolutionaries fighting to overthrow the Communist government in Nicaragua
deregulation	to remove restrictions and regulations
Desert Storm	war fought by the United Nations Forces to free the country of Kuwait from occupation by Iraq
diplomacy	the peaceful settlement of disputes between persons or groups
glasnost	Russian term meaning "openness"
landslide	an election in which a candidate receives a significant majority of the votes



- merger** the act of combining two or more organizations or businesses
- private enterprise** economic system in which farms and industries are owned by individuals or private businesses
- Rainbow Coalition** political party supporting Jesse Jackson, consisting primarily of minorities and women
- Reaganomics** President Reagan's economic plan
- resolution** something that is decided upon
- sanction** a measure used to punish a specific action
- Star Wars** system designed to defend the United States from enemy attack by placing defense weapons in outer space
- terrorists** groups who use violence to intimidate a government into granting their demands.



Who's Who in the Republican Years

George H. Bush	Walther F. Mondale
Robert J. Dole	Manuel Noriega
Michael S. Dukakis	Oliver North
Geraldine Ferraro	John Poindexter
Mikhail Gorbachev	Danforth Quayle III
Saddam Hussein	Ronald Reagan
Jesse Jackson	Boris Yeltsin
Mohamar Khadaffi	





Introduction

Ronald Reagan was one of the most popular Presidents in America's history. He had been a movie actor who photographed well and spoke with a commanding voice. His popularity increased when he survived an assassination attempt shortly after taking office. He entered office at age 70; his second term ended when he was 78. His remarkable energy inspired confidence in the American people. His programs both at home and abroad, however, had mixed results.



President Ronald Reagan

After Reagan served two terms, his Vice President, *George H. Bush*, was elected in 1988. During the first three years of his term, Bush faced a weakening economy and military action in foreign countries. His administration was unable to improve economic conditions, and as a result, he was defeated after one term, ending 12 straight years of Republican presidency.

The Reagan Administration

When Ronald Reagan was elected President in 1980, the United States faced many problems, both at home and abroad. The country's economy was sluggish, and the cost of living was rising quickly. The Iranian government was still holding American hostages, and the Cold War with the Soviet Union was intensifying. In addition, the United States was openly involved in the political and military affairs of civil wars in El Salvador and Nicaragua.

On January 20, 1981, President Reagan took the oath of office. On that same day, the Iranian government released the American hostages who had been held for 444 days, the result of intense negotiations by the Carter administration during its last days. Reagan's administration had begun on a joyous note.

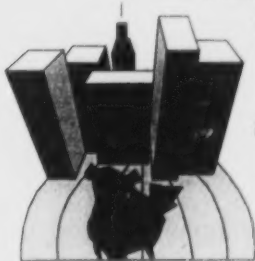
Reagan's Domestic Policy

When President Reagan first took office, the American economy was experiencing both inflation and a recession. To strengthen the economy, Reagan began cutting federal spending for social programs. He hoped this cut in spending would lessen the national debt. He then cut personal and corporate taxes, hoping people and businesses would invest more money



and stimulate economic growth. He also wanted to increase military spending. His economic plan was called **Reaganomics** or *trickle-down economics*.

Congress approved his plan, and inflation came down. The economy, however, stopped moving. People neither bought goods nor invested in business. In addition, decreased government spending for the poor led to the highest levels of unemployment since the Great Depression. After 1982 the economy began to recover, and wealthier Americans began to spend more money. Increased military spending, however, caused the government to sink deeper into debt.

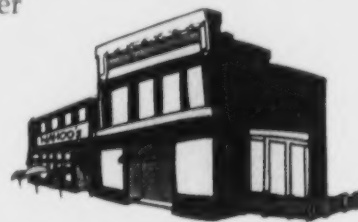


Reagan's policies were very beneficial to large companies.

President Reagan strongly believed in **private enterprise**. This means he believed private businesses should own the industries and farms, and the government should own as little business as possible. Reagan wanted to let private industry handle the nation's energy needs. He allowed private businesses to lease federal lands to search for gas and oil. Environmentalists strongly disagreed with his strategy. They believed business would damage the environment in its efforts to find energy sources.

Reagan also believed there was too much government regulation of business. He pushed for the **deregulation**, or ending any government control, of many industries such as the airlines and some banks. He hoped that greater competition would lead to lower prices and better service. The following years saw an upsurge in **mergers**, or large businesses buying out smaller ones.

Although Reagan's policies were very beneficial to large companies and affluent individuals, they did not help small businesses or low-income citizens. Despite this, Reagan's approval rating remained high.



Reagan's policies did not help small businesses.



The Election of 1984

President Reagan and Vice President Bush won the Republican nomination without opposition. The Democratic candidates for President and Vice President were *Walter F. Mondale* and *Geraldine Ferraro*. Other women had been candidates for the executive office before, but Ferraro was the first serious candidate.

A vast majority of American voters were happy with President Reagan, and he was returned to the White House for his second term by a **landslide**.

Reagan's Foreign Policy

President Reagan had long been strongly anti-Communist. American-Soviet relations had declined rapidly in the year following the Soviet invasion of Afghanistan (see Unit 9). The United States foreign policy in the early 1980s was marked by intense hostility toward the Soviet Union. America began a massive arms buildup clearly designed to strengthen its position in a possible war with the Soviet Union.

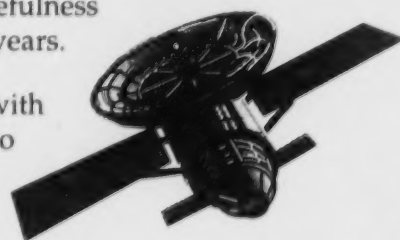
Soviet-American Relations



Relations between the United States and Soviet Union grew worse. President Reagan warned the Soviets not to interfere in the problems of Poland, where the independent labor union, *Solidarity*, threatened the power of the Communist Party. Meanwhile, he planned to install modern nuclear missiles in Europe. The missiles would be a part of NATO's defense against a Soviet attack.

Fearing further Soviet expansion, Reagan began to build a strong defense system. He also wanted a new weapons system, nicknamed **Star Wars**, that could defend the United States from enemy attack by placing defense systems in outer space. The usefulness of this program has been questioned in recent years.

In 1984 President Reagan agreed to new talks with the Soviet Union, and relations between the two countries began to improve. Relations with the Soviet Union continued to improve after





Mikhail Gorbachev became general secretary of the Communist Party and leader of the Soviet Union in 1985. The Soviet Union began a drastic move toward democracy, and Gorbachev represented a new generation of Soviet leaders. He and President Reagan held several important meetings in which they agreed to arms control and signed the Intermediate Range Nuclear Forces Treaty (INF) in December 1987. This treaty eliminated two types of weapons systems in Europe and allowed on-site inspections of military installations. Gorbachev's new policies were just the beginning of the massive changes which would take place in the Soviet Union. Once again, the Cold War appeared to be ending. Americans began to talk about the enormous savings that would result from decreased defense spending.



Mikhail Gorbachev

The Middle East

The Middle East had long been an important region to the economy of the United States. Much of the oil used in the country's automobiles and industries was imported from the Middle East. Consequently, the price of oil had a strong influence on the American economy. During unstable or wartime periods in the Middle East, oil became scarce and its price rose.



Middle East



After his election, President Reagan said that he wanted a strong United States presence in the oil-rich Middle East. Iran and Iraq were at war, and Lebanon was in a civil war. American marines were sent with an international force to Lebanon to prevent the spread of war. In 1983, **terrorists** attacked the United States Marine barracks, killing 241 marines. Terrorists are groups who use violence to intimidate a government into granting their demands. Following the attack, the United States pulled its troops out of Lebanon. Later, several Americans were taken hostage in Lebanon. They remained in captivity until 1991.

The President decided to respond to terrorist attacks in the Middle East. He believed that many terrorists were supported by Libya's President, *Mohamar Khadaffi*. A quick air attack by the United States on Libya seemed to slow terrorism for a while.

Latin America

The United States also became involved in civil wars in Nicaragua and El Salvador, two poor Central American nations. In Nicaragua in the early 1980s, President Reagan supported the rebels, called **Contras**, in their efforts to overthrow the Communist government. Congress however, passed the Boland Amendment banning further military aid to the Contras for two years.

In the middle of Reagan's second term, it was learned that members of his staff had secretly sold arms to Iran with the funds being used to aid the Contra rebels in Nicaragua. A congressional committee investigated this illegal activity in 1987. *Oliver North*, a lieutenant in the Marine Corps, *John Poindexter*, the President's national security advisor, and others were found guilty of supplying arms to the rebels. North's conviction was overturned, but Poindexter received a six-month jail term. Although President Reagan was never tied directly to the Iran-Contra affair, the scandal damaged his popularity, and many Americans began to believe that Reagan was not sufficiently involved in the affairs of his own government.

Reagan also increased aid to the government of El Salvador, the smallest nation in Central America. He accused the rebels there of being Communists and receiving aid from Cuba and the Soviet Union. The Reagan administration insisted that a rebel victory in El Salvador would give the Soviet Union a foothold in Latin America.



In the tiny Caribbean island of Grenada, pro-Communist rebels overthrew the government. Reagan believed that the Soviets and Cuba were going to use the island as a military base, so in October of 1983, he sent an invasion force to retake Grenada. The rebel government was replaced with a new government who was friendly to the United States. Eighteen American soldiers died in the attack, but many Americans believed that the invasion was necessary for the security of the United States.



Latin America

The Election of 1988

In 1988 the first African American became a serious candidate for President. He was *Jesse Jackson* and he called his supporters the **Rainbow Coalition**. He called his coalition a *rainbow* because it was composed of people from many different races and cultures, and represented minorities and women. Jackson ran a vigorous, but unsuccessful, campaign for the Democratic nomination, and the eventual Democratic candidate was *Michael S. Dukakis*, the three-term governor of Massachusetts.



REPUBLICAN PARTY

Despite an increasing national deficit, rising inflation, and foreign-policy scandals, most Americans were economically comfortable, and they gave credit to Reagan and Bush for their comfort. Vice President, George Bush, was nominated as the Republican candidate for President over Senator *Robert Dole* of Kansas in the early primary. Bush selected *Danforth Quayle III* as his vice presidential running mate.

Bush handily won the presidency primarily with a promise of no new taxes and a balanced budget, despite running what many believed to be a negative campaign. The Democrats kept control of both Houses of Congress, and this would later prove to be a stumbling block for the passage of Bush's programs.

The Bush Administration

President Bush took office at a time when economic recovery that had begun under President Reagan appeared to be stable and strong. Bush began his term committed to not raising taxes, but he soon began to realize that balancing the budget would require taxes to be raised. Bush spent much of his time between 1988 and 1991 trying to solve foreign problems.



President George Bush

President Bush's Foreign Policy

Although the sagging economy was the main problem during Bush's first two years in office, political tension in other parts of the world often overshadowed it. Bush took office amid incredible changes in the Communist bloc nations. Ongoing problems in the Middle East would also require military involvement on the part of the United States.

Eastern Europe and the Soviet Union: The Cold War Ends

The most dramatic changes in world politics in recent times began in March of 1985 when Gorbachev became head of the Communist Party. He restored private ownership of land, ended most government censorship, and held free elections. He reduced the number of troops in Eastern Europe and allowed non-Communist parties to organize in East Germany and Poland.



The Cold War finally came to an end when the people in Eastern European countries rebelled and broke away from Communist control. In the winter of 1989, democratic revolutions took place in all of the Eastern European countries. One of the most dramatic revolutions was the peaceful revolution in East Germany. The people tore down the Berlin Wall that had been built in 1961. East and West Germany were reunited as one Germany in 1990.



By 1990 the United States and the Soviet Union continued friendly relations as Soviet Party leader Mikhail Gorbachev and President Bush met several times to discuss continued plans for arms controls. The United States government agreed to provide economic assistance if the Soviet Union followed its policy of **glasnost**. "Glasnost" is a Russian term meaning *openness*. It referred to the Soviet's new efforts at bringing democratic reforms to the Soviet Union.

Old-line Communist leaders were opposed to reform and attempted to take over the party and force Gorbachev out. Fourteen non-Russian republics declared their independence and became known as the Commonwealth of Independent States. Gorbachev resigned and by the end of 1991, after 74 years, the Soviet Union no longer existed. In February of 1992, *Boris Yeltsin*, President of Russia, and President Bush declared an end to the Cold War and a new beginning of friendship and partnership.

The Soviet Union was not the only nation to break apart in the early '90s. In 1991, Yugoslavia dissolved as ethnic hatreds among Muslims, Serbs, and Croats turned into a brutal civil war, and in 1993 Czechoslovakia peacefully split into two republics. The Cold War was over, but conflict in the nations of Eastern Europe would continue to be a problem for the United States in the years to come.

Invasion of Panama

The end of the Cold War did not mean the end of all wars. President Bush became aware of corruption in the government of Panama in Central America. *Manuel Noriega*, the dictator of Panama, was accused of operating a large drug ring. Angry that Noriega was misusing his office and shipping illegal drugs to the United States, President Bush decided to take action.



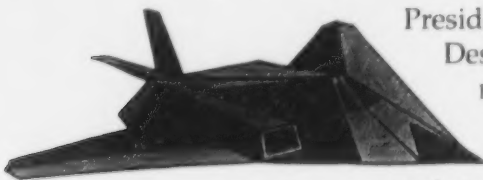


In December of 1989, he sent American military forces on a surprise invasion of Panama. Noriega was captured and a new government was installed. The new government promised to end corruption and restore democracy in Panama.

The Persian Gulf Crisis

Iraq and Kuwait: Operation Desert Storm

In August of 1990, Iraqi dictator *Saddam Hussein* invaded neighboring Kuwait, defeated Kuwait's small army, and announced to the world that he had **annexed** Kuwait. Iraq and Kuwait are located in the oil-rich Persian Gulf region. Iraq had the largest military in the Middle East. It also was believed that Iraq had nuclear and chemical weapons that it would use against their enemies. Kuwait, with Saudi Arabia who was afraid it was next to be invaded by Iraq, appealed to the United States for military aid (see map on page 304).



President Bush quickly launched Operation Desert Shield, a plan to send a large number of American troops to Saudi Arabia. President Bush also asked for, and received, United Nation assistance to form an international **coalition**

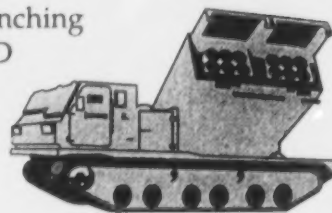
of 28 nations, including Britain, France, and the Arab nations of Saudi Arabia, Egypt, and Syria, who opposed Iraq's **aggression** and pledged troops. The United Nations also passed a **resolution** giving Iraq until January 15, 1991 to withdraw or United Nations' forces would *use all necessary means* to remove Iraq from Kuwait. The coalition worked frantically for the next five months hoping to resolve the conflict peacefully. Economic **sanctions** against Hussein were put in place, but neither **diplomacy** nor sanctions worked as Hussein's army continued to occupy Kuwait.

Meanwhile, the United Nations began a massive military buildup in the Persian Gulf area. Continued efforts at a peaceful solution failed, and fueled by reports of the **atrocities** being committed against the people of Kuwait, the war began.

On January 16, the United Nations' forces began intense air strikes against Iraq as the world watched live Cable News Network (CNN) television



coverage. Iraq responded with resistance by launching short range ballistic mobile missiles called SCUD missiles against civilian and military targets in Saudi Arabia and Israel. United States Patriot missiles destroyed most of the SCUDs before they could reach their target. The air war lasted for 37 days.



missile launcher

On February 23, the much-anticipated ground war began, and on February 27, Saddam Hussein accepted a cease-fire. Kuwait was liberated. The entire war, which was called **Desert Storm**, lasted about six weeks. The Iraqi army was devastated. Problems with Iraq, however, did not end. Saddam Hussein was still in power, and United Nations' weapons inspections and economic sanctions provided for in the cease-fire truce continued to be a source of conflict even after Bush was no longer President.

Domestic Issues during the Bush Administration

In the spring and summer of 1991, President Bush attempted to solve some of the problems in the United States. He promised to improve education and to continue to fight illegal drugs and crime. Other issues facing the country included rising costs of health care and the spread of the disease called Acquired Immune Deficiency Syndrome or **AIDS**—a contagious disease that limits the body's ability to fight off disease. There is no cure at this time, but new drugs that slow the spread of the virus in a person's system gives doctors and patients new hopes that a cure will soon be found.



AIDS awareness ribbon

The economy was in recession, and the national debt had risen to almost \$4.5 trillion. Major cities were experiencing severe economic difficulties. Many American businesses were moving operations to other countries where the price of labor was cheap, leaving many American workers without jobs. In every city, the number of unemployed and homeless people continued to rise.

Hundreds of savings and loan associations (S & Ls) and banks collapsed due to bad investments and corrupt practices by their managers. The taxpayer had to pay for the billions of dollars lost by these companies.

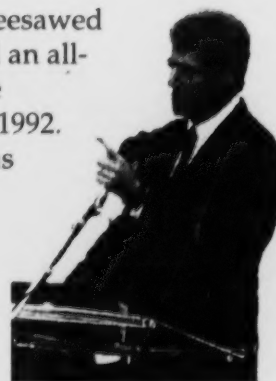


The Election of 1992

President Bush's popularity with American voters seesawed between 1991 and 1992. His approval rating reached an all-time high in 1991 after Desert Storm, and he was the Republican candidate in the presidential election of 1992.

William Jefferson Clinton, governor of Arkansas, was the Democratic candidate, and Ross Perot, a businessman, ran as an Independent candidate.

Bush's lack of attention to the sinking domestic economy and his broken promise of no new taxes led to his loss in the 1992 election in which Clinton received 43 percent of the popular vote. Bush received 38 percent of the vote, and Perot received 19 percent.



President Bill Clinton

Summary

President Reagan began his presidency on a high note as American hostages were released by Iran. Reaganomics, however, did not improve the American economy until 1982. Although his plan reduced inflation, it increased recession. By the end of his presidency, the economy had grown stronger. Reagan believed that the federal government had too much power. He worked to cut back federal spending and regulations. His poor relations with the Soviet Union gradually improved.

The Cold War ended when democratic revolutions took place in Eastern Europe. During President Bush's first three years in office, he sent United States troops to fight in Panama and Iraq. In Bush's third year in office, he faced many problems in the United States, including a faltering economy, an increase in crime, and a decline in the public opinion polls. President Bush was defeated for reelection in 1992, ending 12 years of Republican control of the White House.



Practice

Write a brief definition of the terms below using short answers.

1. private enterprise: _____

2. deregulation: _____

3. merger: _____

4. Star Wars: _____



5. glasnost: _____

6. AIDS: _____

7. SCUD: _____

8. Desert Storm: _____



Practice

Answer the following using short answers.

1. President Reagan's economic program was called *Reaganomics*. List three things this included. _____

2. List three ways Reaganomics affected the American economy.



3. What steps did President Reagan take to let private enterprise handle the nation's energy problems? _____

4. Name two industries that were deregulated under President Reagan. _____

5. What did environmentalists think of Reagan's plan to let private enterprises lease land to find energy sources? _____



Practice

Place a check by facts that **support** the generalizations about new **Cold War** tensions. There may be more than one fact that supports each generalization.

1. President Reagan was very anti-Communist.
_____ a. He wanted a new weapon system.
_____ b. He feared Soviet expansion.
_____ c. He did not want a strong military.
2. In the early 1980s, relations between the United States and the Soviet Union grew worse.
_____ a. The Soviet Union tried to be friendly.
_____ b. The Soviets were warned to stay out of Poland.
_____ c. The United States sent nuclear missiles to NATO.
3. President Reagan warned the Soviets not to interfere in the problems of Poland.
_____ a. He installed a new weapons system nicknamed *Star Wars*.
_____ b. He planned to attack the enemy from defense systems in outer space.
_____ c. He planned to install modern nuclear missiles in Europe.
4. By 1984 Cold War tensions eased.
_____ a. President Reagan agreed to new talks with the Soviet Union.
_____ b. The United States gave the Soviet Union nuclear missiles.
_____ c. NATO prepared for a Soviet attack.



Practice

Circle the correct word in each sentence below.

1. The Middle East is an important source of (*oil/arms*) for America.
2. Countries of the Middle East were at (*peace/war*) with each other.
3. (*Terrorists/Soviets*) attacked United States Marines in Lebanon.
4. Iran (*killed/released*) several American hostages.
5. The United States made a quick air attack on (*Lebanon/Libya*).
6. (*Lebanon's/Libya's*) President is named Khadaffi.
7. The United States supported the Contras in (*El Salvador/Nicaragua*).
8. President Reagan sent aid to the government in (*El Salvador/Nicaragua*).
9. President Reagan said the government of (*El Salvador/Nicaragua*) was Communist.
10. The United States invaded (*Nicaragua/Grenada*) to end Communist control.
11. President Reagan and President (*Khadaffi/Gorbachev*) held arms control talks.
12. United Nations' forces attacked (*Iran/Iraq*) after the invasion of Kuwait.



Practice

Write a brief identification of **names** below. Tell why the person is **important**.

1. Walter Mondale: _____

2. Geraldine Ferraro: _____

3. Jesse Jackson: _____



4. Manuel Noriega: _____

5. Mikhail Gorbachev: _____

6. Boris Yeltsin: _____

7. Saddam Hussein: _____



Practice

Circle the letter of the correct answer.

1. The United States invaded Panama for all the following reasons except _____.
 - a. President Noriega was operating a drug ring
 - b. the government of Panama was corrupt
 - c. President Bush wanted to stop communism
2. East and West Germany were reunited when _____.
 - a. the Soviets forced the United States, Great Britain, and France to leave
 - b. a democratic revolution took place
 - c. Russia removed the Berlin Wall
3. The United States promised to assist the Soviet Union if _____.
 - a. they carried out a policy of openness in government
 - b. democratic reforms took place in the Soviet Union
 - c. all the above
4. The purpose of Desert Storm was to _____.
 - a. conquer the oil-rich regions of the Middle East
 - b. force Iraq out of Kuwait
 - c. overthrow Saddam Hussein's government
5. While Presidents Reagan and Bush were in office, the national debt _____.
 - a. increased
 - b. stayed the same
 - c. decreased
6. Two new problems facing the Bush administration were the spread of _____.
 - a. AIDS and rising homelessness
 - b. communism and democratic reforms
 - c. the Cold War and a united Germany



7. Many banking institutions collapsed due to _____.
 - a. the size of the national debt
 - b. lack of deposits from customers
 - c. bad investments by the managers
8. Relations with the Soviet Union began to improve after _____ became Communist Party leader in 1985.
 - a. Saddam Hussein
 - b. George Bush
 - c. Mikhail Gorbachev
9. Glasnost is a Russian term meaning _____.
 - a. economy
 - b. openness
 - c. peace
10. Staff of the Reagan administration sold weapons to Iran and used the money to aid the _____ in Nicaragua.
 - a. Contras
 - b. Congress
 - c. marines
11. The Democratic candidate for President in 1992 was _____.
 - a. Jesse Jackson
 - b. Bill Clinton
 - c. Geraldine Ferraro



Practice

Use the **map** of the **Middle East** on page 304 and the list below to correctly locate the **places** on the map. Write the letter on the line provided.

1. _____ Arabian Sea

5. _____ Iran

2. _____ Afghanistan

6. _____ Iraq

3. _____ Egypt

7. _____ Lebanon

4. _____ Kuwait

8. _____ Persian Gulf





Practice

Use the **map of Latin America** on page 306 to answer the following. Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 1. Nicaragua is located between Honduras and Costa Rica.
- _____ 2. The island of Grenada is in the Pacific Ocean.
- _____ 3. Cuba is a very long way from the United States.
- _____ 4. The invasion of Panama took American soldiers south of the equator.
- _____ 5. Both Panama and El Salvador are bordered on the west by the Pacific Ocean.
- _____ 6. The nearest neighbor of the United States to the north is Mexico.
- _____ 7. The equator crosses the continent of South America.
- _____ 8. Most of the countries shown on this map are north of the equator.



Practice

Use the **map of the Middle East** on page 304 to circle the letter of the correct answer.

1. The body of water that separates Iran and Saudi Arabia is the _____.
 - a. Red Sea
 - b. Persian Gulf
 - c. Indian Ocean
2. _____ lies to the east of Iran.
 - a. Iraq
 - b. Afghanistan
 - c. Israel
3. Iraq shares a border with the nations of _____.
 - a. Egypt and Israel
 - b. Lebanon and Afghanistan
 - c. Saudi Arabia and Kuwait
4. Lebanon is located along the _____.
 - a. Mediterranean Sea
 - b. Black Sea
 - c. Caspian Sea
5. Iraq is landlocked except for a small opening to the _____.
 - a. Red Sea
 - b. Mediterranean Sea
 - c. Persian Gulf
6. Compared to the size of Kuwait, Iraq is _____.
 - a. much larger
 - b. about the same
 - c. much smaller



Practice

Answer the following using complete sentences.

1. Between 1988 and 1991, what foreign problems did President Bush try to solve? _____

2. What domestic problems did President Bush promise to solve?



3. What may have caused Bush's loss in the 1992 presidential election?



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|-----------------------|
| _____ 1. economic system in which farms and industries are owned by individuals or private businesses | A. AIDS |
| _____ 2. groups who use violence to intimidate a government into granting their demands | B. Contras |
| _____ 3. name given to American-supported revolutionaries fighting to overthrow the Communist government in Nicaragua | C. deregulation |
| _____ 4. political party supporting Jesse Jackson, consisting primarily of minorities and women | D. Desert Storm |
| _____ 5. President Reagan's economic plan | E. glasnost |
| _____ 6. Russian term meaning <i>openness</i> | F. merger |
| _____ 7. system designed to defend the United States from enemy attack by placing defense weapons in outer space | G. private enterprise |
| _____ 8. the act of combining two or more organizations or businesses | H. Rainbow Coalition |
| _____ 9. to remove restrictions and regulations | I. Reaganomics |
| _____ 10. war fought by the United Nations Forces to free the country of Kuwait from occupation by Iraq | J. Star Wars |
| _____ 11. a contagious disease which lessens the body's ability to fight off disease | K. terrorists |



Practice

Use the list below to write the correct term for each definition on the line provided.

aggression
annex
atrocities

coalition
diplomacy
landslide

resolution
sanction

- _____ 1. an election in which a candidate receives a significant majority of the votes
- _____ 2. the peaceful settlement of disputes between persons or groups
- _____ 3. hostile, unprovoked action
- _____ 4. to incorporate a territory into an existing political unit, such as a state or a nation
- _____ 5. extreme brutality or cruelties
- _____ 6. a measure used to punish a specific action
- _____ 7. a temporary union to achieve a common purpose
- _____ 8. something that is decided upon

Unit 11: Changes and Challenges in Today's World (1992-Present)

This unit emphasizes the two terms of President William Jefferson "Bill" Clinton and the concerns of Americans for the 21st century.

Unit Focus

- reasons William Jefferson "Bill" Clinton became first Democratic President in 12 years
- economy of 1990s
- social, political, and economic issues during two administrations of President Clinton
- causes for impeachment trial
- concerns about programs for people who are elderly
- opportunities and concerns at the end of the century





Vocabulary

Study the vocabulary words and definitions below.

baby-boom generation	persons born following World War II from 1946 to 1964 when there was a sharp increase in the birth rate
deficit	a government's spending more money than it receives in revenue
entitlement program	a government program that guarantees and provides benefits to a specific group
Generation X	persons born between 1965 and 1978
Generation Y	persons born between 1979 and the present
genocide	the deliberate and systematic extermination of a particular racial, national, or religious group
global	involving the entire world
Medicaid	provides health insurance for people on welfare; established in 1965
Medicare	provides hospital insurance and low-cost medical insurance to Americans 65 and over; established in 1965
perjury	the act or crime of swearing under oath that something is true which one knows is not true



- revenue** money received by a government from taxes and other sources
- Social Security** funds from a program passed in 1935 to help people who are unemployed or retired, people with disabilities, and dependent mothers with children
- terrorism** the use of violence to intimidate people or their governments to achieve a political goal

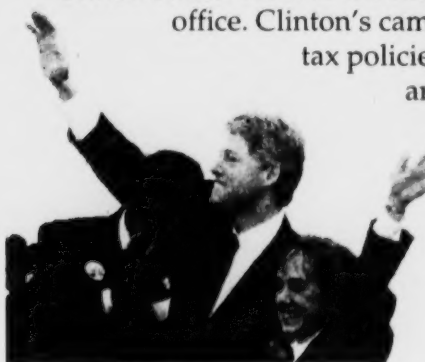
Who's Who in Changes and Challenges in Today's World

Madeleine K. Albright	Saddam Hussein
Carol M. Browner	Vojislav Kostunica
Hillary Rodham Clinton	Slobodan Milosevic
William Jefferson "Bill" Clinton	Hazel R. O'Leary
Robert J. "Bob" Dole	Ross Perot
Joycelyn Elders	Vladimir Putin
Ruth Bader Ginsburg	Janet Reno
Albert "Al" Gore, Jr.	Donna E. Shalala
Alexis M. Herman	Laura D'Andrea Tyson



Introduction

William Jefferson "Bill" Clinton, the Democratic governor of Arkansas, defeated *George H. Bush* in 1992 and became the 42nd President of the United States. He was the first Democrat in 12 years to hold that office. Clinton's campaign was based on economic issues,



President Bill Clinton

tax policies, health care, welfare-cost concerns, and the large national debt. Even as he waged his campaign, Clinton's character and integrity were questioned and this issue would surface again. However, after he took office, the economy began to improve, and the scandals that threatened the Clinton presidency seemed to have little negative effect on his ability to run the country.

The Economy of the '90s

President Clinton's economic program offered in February of 1993 targeted reduced government spending, especially in the defense budget and new programs to aid economically deprived individuals and regions of the country. Clinton's economic program included the North American Free Trade Agreement, or NAFTA. This pact admitted Mexico to the free-trade zone created by the United States and Canada. Critics of this agreement warned that low wages would cause industries to move to Mexico, but backers of the agreement predicted a gain in jobs as Mexican markets opened to United States products. NAFTA passed in November of 1993, and the critics and advocates were both right as trade with Mexico increased, but manufacturing plants moved to Mexico, taking with them many low-wage jobs.

The Federal Deficit

Clinton had better luck with a deficit-reduction bill in 1993. In August of 1993, Congress passed a five-year plan that included spending cuts and tax increases designed to reduce the federal **deficit** or shortage of **revenue**. Without cutting funded entitlement programs such as help for middle-class people who are elderly, poor children, and people with disabilities, the Clinton plan, modified by Congress, was able to cut the yearly federal budget deficit by one-third between 1992 and 1995. The most effective tool



in reducing the federal debt, however, was a growing economy. By 1996, unemployment continued to fall, the stock market prospered, and inflation remained low. Toward the end of the century there was a prominent shift in **global** demand for information services, rather than industrial and manufacturing services, which also helped the economy. As the century drew to an end, American businesses were doing well, and stocks rose to record high trading prices, though many feared that the stocks were overvalued.

The First Clinton Term

When Clinton took office in January of 1993, the most pressing issues were not related to foreign affairs but rather to problems within the United States. Crime and welfare were the main concerns of voters. Clinton's campaign had stressed rising welfare costs, health care, the recession, and the poor economy, so he immediately began to address these issues. Clinton's Vice President *Albert "Al" Gore, Jr.*, was a former member of the United States House of Representatives (1975-1985) and the United States Senate (1985-1993). Clinton and Gore were the first members of the **baby-boom generation** born after World War II between 1946 and 1964 to be President and Vice President. Both belonged to the New Democratic Coalition, a group of moderates who wanted to stop wasteful spending on social programs and stress Middle America concerns.



President Bill Clinton

Clinton named women to head the Justice Department (*Janet Reno*); the Department of Energy (*Hazel R. O'Leary*); the Department of State, (*Madeleine K. Albright*); the Department of Health and Human Services (*Donna E. Shalala*); the Surgeon General (*Joycelyn Elders*); the Council of Economic Advisors (*Laura D'Andrea Tyson*); the Environmental Protection Agency (*Carol M. Browner*); and the Supreme Court (*Ruth Bader Ginsburg*). He also appointed his wife, *Hillary Rodham Clinton*, to head the Task Force on National Health-Care Reform. Clinton also named women to the United Nations delegation and the Bureau to the Budget. In his second term he named a woman to head the Department of Labor, *Alexis M. Herman*.

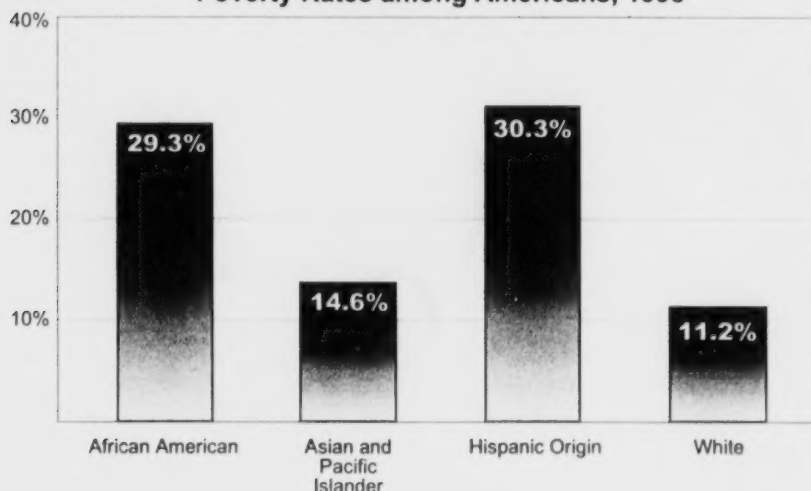
Welfare Reform

Clinton had campaigned on a pledge to "end welfare as we know it." He proposed giving \$10 billion for training, education, and child care so welfare recipients could seek higher-paying jobs. However, Congress



refused to approve the increased spending. Congress also legislated restrictions on federal laws that put new obligations on state and local governments without providing funds. As the midterm elections approached, Clinton took no more action on welfare.

Poverty Rates among Americans, 1995



Health-Care Reform

Health-care reform, which was a campaign promise, proved to be a difficult task to achieve. A special task force headed by First Lady Hillary Clinton, was given the task of devising a national health care plan. The plan set caps on health insurance premiums and on **Medicare** and **Medicaid** payments. The plan also created a national health board to monitor costs and called for employers to pay 80 percent of workers' health insurance costs. To cover the start-up costs, stiff new taxes on tobacco were proposed.

Launched with great fanfare, the 1,342-page health-care bill failed because of public confusion; congressional politics; and intense lobbying by the insurance industry, tobacco companies, retired persons, business and hospital organizations, and the medical profession.

In a less controversial action, Clinton signed a bill that both parties supported which made health care





portable. The law made it so workers could transfer their health insurance when they left their jobs, even if the person had a preexisting condition. However, the bill did not establish health care as a part of a federal **entitlement program**. Lawmakers are hoping to complete the reform of health care before the large baby-boom generation ages to the point of needing health-care assistance.

Crime Bill

Clinton pushed the Brady Bill through Congress in 1993, making it more difficult to buy a handgun. The bill was named after presidential aide James Brady, who had been wounded and disabled by gunfire in a 1981 assassination attempt on President Ronald Reagan. In 1994 Clinton introduced an anticrime bill which provided \$30 billion to fund drug treatment, more prisons and police officers, boot camps, a ban on assault weapons, and various prevention programs. After much debate, Congress finally passed a crime bill similar to Clinton's proposal.



The Election of 1996

Clinton was reelected in 1996, becoming the first Democratic President to be reelected since Franklin D. Roosevelt. He defeated Republican candidate *Robert J. "Bob" Dole* and the newly established Reform Party candidate *Ross Perot*. The Republicans kept control over both houses of Congress, and President Clinton and the Republicans leaders promised to set aside the bitter differences that marked Clinton's first term. They agreed to cooperate in facing the challenges of the 21st century—the expanding global economy and widespread insecurity.

The Second Clinton Term

A strong economy and good working relationship with Congress helped Bill Clinton win his second term as President in November of 1996. Although Republicans kept control of both houses of Congress, they and President Clinton began to cooperate and compromise on legislation. To further assist him in his second term of office, Clinton once again put together a diversified cabinet.



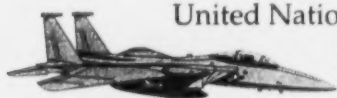
Welfare Reform

In 1996 the Republican Congress created a bill that completely overhauled the welfare system. Welfare reform was passed, giving more power to the states rather than the federal government. This was done in the belief that each state would be able to meet the needs of people in their state better than the federal government. More sweeping welfare changes failed because some opponents thought they were too harsh. Clinton signed the bill, which deeply cut welfare grants and required able-bodied welfare recipients to find employment.

Foreign Issues

Clinton had first taken office at a time when the world was still reeling from the collapse of the Soviet Union. Clinton continued good relations with Boris Yeltsin, President of Russia, which had begun with President Bush at a summit in Vancouver, British Columbia. Yeltsin would later surprise his nation and the world by resigning as President on the last day of 1999. Yeltsin turned power over to Prime Minister *Vladimir Putin*. In late March 2000, Putin won a first-round landslide to become Russia's youngest new leader since Joseph Stalin and its second democratically elected President. The breakup of the Soviet Union and the active involvement in the recent Gulf War had placed the United States in a special leadership role as the only remaining world superpower.

During Clinton's first term, the conflict in the Middle East continued and in September of 1993, he was instrumental in persuading Palestine and Israel to agree to a framework for peace negotiations after years of war. Clinton also took measures to stop North Korea's development of nuclear weapons and to remove Haiti's military dictatorship.



United Nation weapons inspections which began after Desert Storm (see Unit 10) continued. However, in December of 1998, a four-day operation called Desert Fox used United States and British planes and cruise missiles to force *Saddam Hussein*, the dictator of Iraq, to comply with the terms of the treaty concerning the United Nations' weapons inspections.

In addition to the ongoing problems in the Middle East, the United States was also involved in international movements to aid in other foreign crisis situations. The main areas of concentration were in Africa and Eastern Europe. Protection against **terrorism** was also an issue.



Human rights issues around the world brought the United States and other North Atlantic Treaty Organization (NATO) countries into action in Haiti, Bosnia, Somalia, Rwanda, and Kosovo to help protect citizens against either their own governments, or against rebel groups.

The war in Bosnia proved to be the biggest foreign policy challenge Clinton would have to face. Without the strong Soviet government to keep things in check, age-old conflict among ethnic and religious groups surfaced. The United States, along with the United Nations and NATO, tried various diplomatic alternatives that were rejected by the Serbs. The Bosnian Serbs continued their policy of ethnic cleansing which included systematic massacre, rape, concentration camps, and relocation of Muslims. Ethnic cleansing is reminiscent of Nazi Germany's campaign of **genocide** against Jews in World War II. In 1996 Clinton sent 20,000 American troops to Bosnia in a peacekeeping effort as thousands and thousands of refugees began to leave their homes and search for a safe place to live.



Bosnian War



NATO forces waged an air war against Yugoslavia throughout the first half of 1999 in an effort to stop the ethnic cleansing of Albanian Muslims in Kosovo being carried out by the government of Yugoslav President *Slobodan Milosevic*. In 1990 Milosevic had been nicknamed "Butcher of the Balkans" because of his support of violence in Bosnia and Croatia, and for war crimes against humanity in Kosovo. In May of 1999, the International Criminal Tribunal in The Hague, Netherlands, indicted Milosevic. Also indicted were four top Serbian aides. Finally, after 78 days of air strikes over Belgrade, a peace plan was offered. NATO suspended the air war and authorized the heavily armed United Nations security force to restore peace and escort more than one million refugees back to their homes. However, the United States refused to help rebuild as long as Milosevic was in power. In September 2000, Milosevic was defeated in Yugoslavia's presidential elections by Vojislav Kostunica, a law professor. When the new democratic administration of Kostunica took over, the United States and the European Union (EU) worked to lift sanctions imposed against Milosevic's government and to have Milosevic tried in The Hague, the Netherlands, as a war criminal.

Impeachment Trial

Throughout both of Clinton's terms, his tenure was blemished by allegations surrounding misuse of campaign funds, illegal business operations, and involvement with other women. In 1998 Clinton was charged with **perjury** or lying under oath and obstruction of justice by the House of Representatives and impeached. To be impeached means a government official has been charged with "treason, bribery, and other high crimes and misdemeanors" by the House and must face trial in the Senate.



President Bill Clinton

The Senate after much deliberation voted that Clinton's charges, while serious, did not rise to the level of high crimes and misdemeanors as defined by the Constitution. On February 12, 1999, Clinton was acquitted on the perjury count by a 55-45 majority and on the obstruction of justice count by 50-50. Neither voting result came close to the two-thirds guilty vote necessary to convict. Clinton did not have to leave office, but many experts wondered if he would be an effective President for the remainder



of his term. Clinton was the second President to be impeached. Andrew Johnson was impeached in 1868, but the Senate failed to find him guilty by one vote. President Nixon also faced impeachment charges in 1974 for his role in the Watergate scandal, but resigned before his trial date (see Unit 8 page 241).

Social Security Concerns



The graying of America continues to place new demands on programs such as Medicare and **Social Security**. Social Security pays benefits to retired Americans. In 1996 it took Social Security contributions from three workers to support one retiree. By 2030, however, with an increase in the number of retired persons and the expected decline in the birthrate, there will be only two workers contributing to support one senior citizen. Experts predict that by 2040, one in five Americans will be over 65, and the older-than-85 category will grow at an even faster rate. If Congress fails to

restructure, eventually the Social Security system will be paying out more money than it takes in. Some suggestions for Social Security reform are raising deductions, taxing benefits paid to wealthier Americans, and raising the retirement age.

The End of the Century

At the end of the 20th century, America found itself sandwiched between two age groups—the aging baby-boom generation born between 1946 and 1964, and **Generation X**, composed of persons born between 1965 and 1978. Generation X is the second largest generation after the baby boomers. However, Generation X is a considerably smaller group compared to the baby-boom generation and **Generation Y**. The largest group so far is Generation Y, made up of persons born between 1979 and the present.



The 21st Century

Each century brings challenges and changes. The 18th century created national institutions and extended our borders to the West. The 19th century created new empires abroad, new cities at home, and industrialization. The 20th century saw medical advances, technological advances, and space exploration.

The new century will bring many challenges. With new challenges come new opportunities. To meet these challenges, Americans have invested in improved education and new technologies. With cooperation and effort, these changes will foster growth and tolerance. The previous centuries brought new ways to either destroy or enrich lives. The outcomes of the 21st century depend on all of us—the voters and decision-makers of the future. New challenges will require each of us to put forth clear thinking, and commitment, and actively involve ourselves as citizens and policymakers as we approach our third century as a nation.

America from One Millennium to the Next

As we head into the next millennium, which begins the year 2001, Americans are faced with new and old concerns. Events around the world and at home helped remind Americans that world problems often have domestic consequences. Terrorism continues to be a growing concern. The bombing of the World Trade Center in New York City in 1993 by Shiite Muslim fundamentalists linked to a radical Egyptian sheik killed six people. Other acts of terrorism by either foreign radical groups or American radicals included bombings of a federal office building in Oklahoma City in 1995 (killing 169 people), the Olympic Centennial Park in Atlanta in 1996 (killing two people), and United States Embassy buildings in Kenya and Tanzania (killing 224 people, including 12 Americans) in 1998. The increase of violence in schools around the country is also a major concern. Many leaders blame violence shown on television, in movies, and in video games, and unlimited access to questionable material on the Internet. Others cite a lack of proper parental guidance, while some blame the easy access to guns. Overall, in America, there is a question of whether or not there is a lack of respect for others and a failure to take responsibility for one's actions. Lawmakers have been looking for ways to control what children see in the media without violating First Amendment free speech rights.





New opportunities for addressing these concerns call out each day on our streets; in the eyes and hands of artists; in the minds and ideas of inventors and scientists; and in the never-ending search for social justice, individual fulfillment, and international peace.

Summary

Bill Clinton defeated George Bush in 1992 to become the 42nd President of the United States and defeated Bob Dole in 1996. Clinton was the first Democratic President to be reelected to a second term since Franklin D. Roosevelt. Although plagued by scandals, the charismatic President Clinton was successful in aiding the recovery of the nation's economy. By the end of his second term in office, foreign aid, military actions, and domestic violence continued to dominate Clinton's agenda as he struggled to leave a presidential legacy which included something more than controversy.



Practice

Use the **timeline of American Presidents 1960-2000** below to answer the following statements.

American Presidents, 1960-2000

1960	John F. Kennedy (D)
1963	Lyndon B. Johnson* (D)
1964	Lyndon B. Johnson (D)
1968	Richard M. Nixon (R)
1972	Richard M. Nixon (R)
1974	Gerald R. Ford, Jr.* (R)
1976	Jimmy Carter (D)
1980	Ronald Reagan (R)
1984	Ronald Reagan (R)
1988	George H. Bush (R)
1992	Bill Clinton (D)
1996	Bill Clinton (D)

*Indicates a President who served out the term of his predecessor.

D stands for Democrat

R stands for Republican

Circle the letter of the correct answer.

1. The timeline covers _____ years.
 - a. 32
 - b. 36
 - c. 40



2. _____ elected Presidents were Democrats.
 - a. Four
 - b. Six
 - c. Nine
3. Republicans have been elected _____ times.
 - a. 5
 - b. 10
 - c. 15
4. _____ Democrats or Republicans did not complete their term of office.
 - a. 0
 - b. 1
 - c. 2
5. Compared to the Democrats, the Republicans have held office _____ .
 - a. more years
 - b. fewer years
 - c. the same number of years
6. According to the timeline, the last Democrat to hold office was _____ .
 - a. John F. Kennedy
 - b. Lyndon B. Johnson
 - c. Bill Clinton
7. According to the timeline, Republicans have been in office _____ years since 1968.
 - a. 6
 - b. 20
 - c. 24
8. It may be concluded that since 1960, American voters have more often supported _____ .
 - a. the Republican party
 - b. the Democrat party
 - c. both parties equally



Practice

Write a brief definition of the terms below using short answers.

1. deficit: _____

2. genocide: _____

3. global: _____

4. perjury: _____



5. revenue: _____

6. terrorism: _____

7. entitlement program: _____

8. Generation X: _____



Practice

Answer the following using complete sentences.

1. What is NAFTA? _____

2. What were the arguments for and against NAFTA?



3. What were two accomplishments of Clinton's first term? _____

4. Why are experts worried about Social Security? _____



Practice

Write a brief identification of **names** below. Tell why the person is **important**.

1. Bob Dole: _____

2. Hillary Clinton: _____

3. Ross Perot: _____



4. Saddam Hussein: _____

5. Slobodan Milosevic: _____



Practice

Answer the following using complete sentences.

1. What foreign problems did President Clinton try to solve during his second term? _____

2. What domestic problems did President Clinton promise to improve?

3. What countries did NATO take action against to protect citizens against their own governments or rebel forces? _____



4. What events helped remind Americans that world problems have domestic consequences? _____

5. Explain which events in the past decade had the most impact on you and why. _____



Practice

Write **True** if the statement is correct. Write **False** if the statement is not correct.
If the statement is **false**, rewrite it to make it true on the line provided.

- _____ 1. Clinton was the second President to be impeached.

- _____ 2. Clinton was found guilty of charges and had to resign his office.

- _____ 3. The North American Free Trade Agreement is between the United States, Canada, and England.

- _____ 4. George Bush's popularity declined and he was defeated for the presidency because economic conditions did not improve.

- _____ 5. In the 1990s, the United States has had problems with terrorism committed in America and in foreign countries.

- _____ 6. The Brady Bill is legislation to aid a national health-care program.



- _____ 7. Many people blame the media and the entertainment industry for the increase in school violence.
- _____ 8. Persons born after 1965 are called baby boomers.
- _____ 9. The former President of Yugoslavia, Slobodan Milosevic, was indicted for war crimes against humanity.
- _____ 10. Overall, economic conditions improved during the Clinton Administration.



Practice

Match each definition with the correct term. Write the letter on the line provided.

- | | |
|---|-------------------------|
| _____ 1. a government's spending more money than it receives in revenue | A. baby-boom generation |
| _____ 2. funds from a program passed in 1935 to help people who are unemployed or retired, people with disabilities, and dependent mothers with mothers | B. deficit |
| _____ 3. the act or crime of swearing under oath that something is true which one knows is not true | C. entitlement program |
| _____ 4. the use of violence to intimidate people or their governments to achieve a political goal | D. Generation X |
| _____ 5. money received by a government from taxes and other sources | E. genocide |
| _____ 6. persons born between 1965 and 1978 | F. global |
| _____ 7. persons born following World War II from 1946 to 1964 | G. Medicaid |
| _____ 8. the deliberate and systematic extermination of a particular racial, national, or religious group | H. Medicare |
| _____ 9. provides hospital insurance and low-cost medical insurance to Americans 65 and over; established in 1965 | I. perjury |
| _____ 10. provides health insurance for people on welfare; established in 1965 | J. revenue |
| _____ 11. a government program that guarantees and provides benefits to a specific group | K. Social Security |
| _____ 12. involving the entire world | L. terrorism |

Appendices

The Presidents of the United States

1. George Washington (1789-1797)
2. John Adams (1797-1801)
3. Thomas Jefferson (1801-1809)
4. James Madison (1809-1817)
5. James Monroe (1817-1825)
6. John Quincy Adams (1825-1829)
7. Andrew Jackson (1829-1837)
8. Martin Van Buren (1837-1841)
9. William Henry Harrison (1841)
10. John Tyler (1841-1845)
11. James K. Polk (1845-1849)
12. Zachary Taylor (1849-1850)
13. Millard Fillmore (1850-1853)
14. Franklin Pierce (1853-1857)
15. James Buchanan (1857-1861)
16. Abraham Lincoln (1861-1865)
17. Andrew Johnson (1865-1869)
18. Ulysses S. Grant (1869-1877)
19. Rutherford B. Hayes (1877-1881)
20. James Garfield (1881)
21. Chester Arthur (1881-1885)
22. Grover Cleveland (1885-1889)
23. Benjamin Harrison (1889-1893)
24. Grover Cleveland (1893-1897)
25. William McKinley (1897-1901)
26. Theodore Roosevelt (1901-1909)
27. William Howard Taft (1909-1913)
28. Woodrow Wilson (1913-1921)
29. Warren G. Harding (1921-1923)
30. Calvin Coolidge (1923-1929)
31. Herbert C. Hoover (1929-1933)
32. Franklin D. Roosevelt (1933-1945)
33. Harry S. Truman (1945-1953)
34. Dwight D. Eisenhower (1953-1961)
35. John F. Kennedy (1961-1963)
36. Lyndon B. Johnson (1963-1969)
37. Richard M. Nixon (1969-1974)
38. Gerald R. Ford (1974-1977)
39. James Earl "Jimmy" Carter (1977-1981)
40. Ronald Reagan (1981-1989)
41. George H. Bush (1989-1993)
42. William Jefferson "Bill" Clinton (1993-2001)
43. George W. Bush (2001-)

Holocaust Survivor Testimonies

Leo Diamantstein

Leo Diamantstein was born in Heidelberg, Germany in 1924. He was the middle child in a family of three boys. His family moved to the city of Frankfurt where the following events he describes took place.

Leo Adjusts to Life under Hitler

All went relatively well for our family until 1933. That was the turning point. That year Hitler came to power, fair and square, winning an election. Other right-wing political parties supported him. It wasn't just the Nazi party who wanted a candidate who stood for law and order. Shortly after he came to power, little by little, Hitler took over. The Parliament was dissolved and a puppet parliament created.

Things started to be very bad for us. One day my brother Maurice and I were walking down the street when a group of Nazi Storm Troopers marched by singing a song which translates, "The heads are rolling, the Jews are crying." It is very vivid in my mind because I was shivering. I was eight years old. Jewish people were beaten. It became common practice when we saw a bunch of kids coming to go to the other side of the street. There was always a good chance they would attack us, and there were always more of them than us. They carried knives and wore the uniforms of the Hitler Youth.

In 1934 my father decided there was no future for us in Germany, and we decided to leave. Whoever would let us in; that's where we were going to go. We had our things packed to go to France; at the last moment the French decided they didn't want any more Jews, and they wouldn't let us in. The only country that would let us in was Italy. They didn't even require a visa. In June 1934 we left without taking anything. We were required by Hitler to leave everything behind.

Read the following account about Leo and his family after they move to Italy.

Leo Diamantstein's family was living in Frankfurt, Germany when Hitler and the Nazi party came to power in 1934. Leo's father soon saw that there was no future for the family in Germany, and they moved to Italy. Four years later, Germany and Italy formed an alliance called the Axis, and in June 1940, Italy entered the war on the side of Germany. One month later, the Italian special police began arresting all foreign Jews in Italy. In 1941 Leo's family spent many months in a large Italian prison and lived for about a year in a small village in northern Italy as part of a less strict form of imprisonment known as free internment. Then in September 1943, the Germans occupied Italy and life became much more dangerous for Leo and his family. To escape almost certain arrest by the Nazis and deportment to concentration camps, Leo's family decided to take the train to Milan, Italy where they had many friends who would help them.

Answer the following to discuss the experiences of Leo.

- How did Hitler's takeover of the government affect Leo?
- What made Leo's father decide to leave Germany?
- Do you think Leo's family would have been successful if they tried to protest, complain to the police, or go to court about their treatment? Why or why not? Would these same actions aid a family under duress in the United States today? Why or why not?

Bert Gosschalk

Bert Gosschalk was born in 1920 in a little village called Wihe in Holland. When he was two or three years old, his family moved to the nearby town of Deventer where he went to school and college. He came from a family of five, two brothers and two sisters. All five survived the war.

In May 1940, the Germans marched into Holland, and it became a part of Occupied Germany. For Jews living in Holland, life changed slowly, but in 1942, Bert and his wife decided to go into hiding to avoid capture by the Nazis. Read the following by Bert as to why they decided to go into hiding.

Bert Recalls Restrictions

On May 10, 1940, when I woke up at six o'clock in the morning, I was already behind the German lines. The Germans had run through town, crossed the river, and we were in an occupied country. It came as a surprise. We were now in occupied territory. It took five years to get to liberation.

For the first few months after occupation, the Germans were busy waging and winning a war. They didn't have time yet to start with the civilian population. But gradually after a few months, they started tightening up a little bit at a time. It took a while for us to realize what was happening. First Jews were not permitted in the movie theaters. A little sign said *Jews Not Allowed*. A little while later the Nazi Dutch government started issuing identity cards. If you were Jewish, they put a J on it. Later on we were not allowed in restaurants. Then Jewish kids could not go to public schools. Jews could not go to non-Jewish doctors. There was a special curfew for Jews. The regular population could not leave the house after 11 o'clock at night. Jews were not allowed out after seven o'clock.

Many of these things we could live with. It is only unpleasant, but the bigger things came a little later. First we couldn't have an automobile or a horse and a cart. Then we couldn't have bicycles. All bicycles were taken away. We were not allowed to have a radio. All the radios were confiscated. Money and any bank accounts that we might have or stocks and bonds had to be deposited in a certain bank controlled by the Nazis. Jews

could only go to stores between five and six in the evening. This was after everybody else had bought out what was available that day. Then we could buy the wilted lettuce or rotten tomatoes, if there were any.

Jews could not have a job so there was no income. We were all moved. We couldn't live in our own homes anymore. We were told that we had to move to a certain area, a ghetto. We had to start wearing a star on our clothes. Any time we were outside we had to wear a yellow star, the Star of David, with the word Jew in it.

Answer the following to discuss the restrictions Bert describes.

- Make a list of the restrictions Bert describes.
- Imagine such laws were applied today in your community to all families with children ages 11 to 17, and that you must follow the laws or face serious penalties. Write a paragraph, a letter to a friend, or a diary entry describing how your life would suddenly change if faced with such restrictions.
- Describe a typical day and a weekend day. How would your after-school activities change? How would your relationships with friends and other people who were not subject to these laws change?

Rudy Herz

Rudy Herz was born in a very small town called Stommeln on the outskirts of Cologne, Germany in 1925. He came from a family of six children. In the years before Hitler came to power, Rudy rarely experienced any open anti-Semitism. In the following reading, Rudy describes how the Nuremberg Laws affected his family and explains why the family moved from Frankfurt, Germany to the even larger city of Cologne.

Rudy and the Nuremberg Laws

In 1936 the Nuremberg Laws decreed that Jews could no longer have a German, an Aryan, of childbearing age in the house. You had to hire a woman of over 45. We had some young girls cleaning the house for us. They had to leave.

The treatment we got in school also changed. We were not permitted to join the youth groups. Our textbooks changed as well. The textbooks no longer agreed with what my parents and my grandparents told us about world history. The new textbooks took a nationalistic slant. They emphasized the Germanic heritage. We did not have the judgement to know that much of what was in our books was false. Its only purpose was to glorify the Germans. We accepted it because, thinking of ourselves as Germans, we felt that we also had been fighting the Romans with the German national hero Herman the Cherusk. We pictured ourselves among the brave German fighters in the Teutenberg Forest, defeating the Roman General Varus and his superior army.

Before long the local Nazi authorities told my father it would be healthier for us if we moved into the larger Jewish community in Cologne. Those that didn't move voluntarily were forced to do so in 1938 by an edict from the Reich, the German government. The law stated that all Jews must leave villages of less than 80,000 or 100,000 and move to larger population centers.

In Cologne, my father was no longer allowed to have his grain business. He took over a small transport business. We had two small pick-up trucks and we did hauling until 1940 when all business activity was forbidden to Jews by the German government.

We began seeing signs in the store windows: swastikas and the words, *Jews Are Not Welcome Here*. People who did not wish to say that on their windows said instead, *Aryan Proprietors* or *Aryan Business*. Most merchants had small flags with swastikas flying in front of their stores.

Answer the following to discuss how the Nuremberg Laws affected Rudy.

- What was the purpose of these changes? Why might such changes have been popular among the German people, particularly after the signing of the Versailles Treaty?
- What did Rudy think about the way German history had been rewritten in his textbooks? Examine both the positive and negative aspects of strong nationalistic feeling. Consider ways nationalism helps a nation grow by uniting its people. Then consider the negative consequences intense nationalism might have for minorities within a nation.
- In what ways was the daily life of Rudy and his family changing? Why do you think merchants agreed to put up signs saying *Aryan Business* or *Aryan Proprietor*? What effect did these signs have on the way people thought about Germans who were Jewish? How did such actions help the Nazis build support for anti-Semitism?
- What might have happened if all the merchants in a community had agreed not to put such signs in their windows and had taken a stand against this treatment of the Jews? Were the merchants who put signs in their store windows in any way responsible for the growth of anti-Semitism?

When the war began, Rudy and his family were living in Cologne, Germany. In this account, Rudy describes his family's forced move to the ghetto and their separation from other family members.

Rudy in the Ghetto

On September 1, 1939, the newspaper on the corner proclaimed that Germany was at war with Poland. Three days later Germany was fighting France and England as well. I had just turned 14 and to me this was all marvelously exciting. There was a small overpass near my house and I saw a German sentry guarding the railroad with bayonet and rifle.

We had many relatives in Cologne. My father had three sisters. My cousins were also there. In 1941 the resettlement orders began coming. All of our relatives were taken away. We were spared to about the beginning of 1942.

On May 30, 1942, Cologne suffered a devastating bombing raid by Allied forces. Around 1,000 British and American bombers took part. Cologne turned into a rubble heap.

Two months later we received our notice to report to the railhead with 50 pounds of personal baggage. They had old railroad cars with wooden seats, and we were given one compartment for ourselves. We did not know where we were going. We were nervous, but we were still together. My grandmother was with us. We had my small baby sister with us. We had a baby carriage and food. We had taken some water.

I don't think the train stopped anywhere in Germany for anything: for food, for water, anything. It reached its destination in about three days.

We arrived somewhere in Czechoslovakia. We were told to get out of the railroad car. None of us knew where we were. We got out and started marching. Each of us marched with 50 pounds of baggage. We trudged some five miles to an old fortress where we were met by Czech militia. All of our belongings were inspected for valuables. They were very thorough. Not very many people came through with anything but the bare belongings and some food.

It was still daylight when we passed through the outer gates. We had to pass through a checkpoint. At the other end, families were separated, male and female. My mother with the two youngest children went one way. My father, three brothers, and I went another way. We were sent to an old, two-story house with six or seven rooms. We were assigned a room in which there were already eight men. Several days later we learned that our mother and the two younger children were in a large stone barrack for women.

We did not know where we were until the next day when we saw Czech writing on old stores. We were in Czechoslovakia in the Theresienstadt (Tur-Ray-Zen-Stat) ghetto. Over 60,000 people were crowded into a space that had never housed more than 8,000. By the end of 1944 around 120,000 people were crammed into this ghetto. No privacy whatsoever. We did have our small, assigned space. Our suitcases were there and a few blankets that we put on the floor.

The next morning we were given a ration card for food. A man stood there and clipped our coupons. We were given one cup of coffee, a pat of margarine, two slices of coarse bread, and a teaspoon of marmalade for our breakfast.

After two or three days we were assigned work. All the new male arrivals that were capable had one assignment—grave digger. Because we were young and able to lift a spade, we were marched out to the huge burial grounds. There we dug graves. People, especially the older people, 80- and 90-year-olds, were dying like flies. No food or medical attention. We did this job just long enough to learn the ropes. In the ghetto we learned the ropes very fast. You had to know what to do and where to trade what for what.

Then I found out about a separate building within the ghetto where young people ages six to 18 lived and worked. The work was less horrible than our first job. I was able to get into this with my brothers. My father did not go with us. My mother was still in a barracks for women, with the smaller children.

We made the best of our new life. Books were smuggled in to us by Czechoslovakian Jews newly arrived in the ghetto. We had sort of a library. But we were very much restricted in what

we could do. We thought that now that we were in the ghetto we would no longer have to wear the yellow star as we had been forced to do in Germany. But no, even in the ghetto with only Jews around, we still had to wear that hateful yellow star.

Answer the following to discuss Rudy's life as a teenager in a ghetto.

- Who sent Rudy to a ghetto? What happened to his personal belongings and household goods when he was forced into the ghetto?
- Where was the ghetto located? How did Rudy get there?
- What kept Jews from leaving the ghetto? Why was it difficult to escape?
- What rights, if any, did Rudy have in the ghetto?
- What were the most serious problems the people in the ghetto faced? How did they get food? What kind of work did they do?
- What strategies if any did Rudy use to stay alive and to keep his spirits up?
- What do you think would be the worst part of ghetto life for you—loss of home, isolation from friends, lack of privacy, crowding, hunger, or fear of the future?
- What contact did ghetto residents have with people living outside the ghetto? What can you infer about how non-Jews, living in the communities where ghettos existed, felt about the treatment of the Jews? Why might non-Jews have been reluctant to help Jews in the ghetto? Were the non-Jews in the communities where ghettos existed responsible in any way for loss of the rights of those held captive in the ghettos?

Rudy and his family stayed in the Theresiendstadt ghetto for almost two years. Then in 1944, they were told to prepare to move. In the selection below, Rudy describes what happened next.

Rudy at Auschwitz

In March or April, 1944, we got the dreaded notice that we had been selected for resettlement farther east. The train cars they took us in were actually cattle cars. We entered the cars and sat on our baggage. There was not very much room between us and the roof of the cattle car. Our car had from 80 to 100 people in it so it was quite crowded. We were sitting tight on tight. We had some water and some food but no comfort whatsoever. The cars were sealed. We could not open them from the inside. The windows were small, open rectangles. Perhaps we could have jumped off the train and run into the countryside, but we did not know if anyone on the outside would help us. We thought most civilians would probably turn us in. We could not speak the Czech language. It seemed better to go along with the SS and do what they wanted. By that time the war had been going on four or five years. We thought the end might be in sight and we would be liberated.

Our train left the ghetto at six o'clock in the evening. At night as we traveled, we heard gun shots. We did not know why these shots were fired. After the war, I learned the SS troops were on the roofs of the cattle cars shooting past the windows to discourage people from sticking their heads out. The train was moving at a fairly great speed. We did not know what country we were going through. There was no stopping.

At four o'clock the next afternoon, we arrived in Auschwitz (Ow-Switch) in Poland. When the train stopped, we again thought of trying to escape. But we knew that in Germany most Germans would turn us over to the local authorities for a reward of money or food. We had no way of knowing if the Poles would be any different. Someone would have to hide us or bring us food. We had no money to pay for our keep. So in the end, to keep our family together, we dropped any plans of attempting to escape.

The doors of the cattle car were yanked opened. The first thing we heard was shouts of, "Out, as soon as you can, out. Your belongings you leave there!" Despite this we grabbed what we could and assembled outside. Before us stood an immense rectangle of land surrounded by electrically charged barbed wire. This was the Auschwitz death camp.

We were assembled in long rows and marched between the troops of the SS special death-head division into the camp. We were marched up and down a broad avenue for four or five hours between posts of barbed wire with a huge sign, **EXTREME DANGER, HIGH VOLTAGE ELECTRICAL WIRES.** We saw guard towers high above us. We saw men with machine guns inside them, but even then we did not know that we were in a death camp. Back and forth and back and forth, they just kept us in motion. As it got closer to one o'clock in the morning, we were more and more desperate. You could hear more and more cries for food.

Finally they set out large boxes. Everybody had to put in their valuables. Women and men were forced to strip off their wedding rings and hand over their prized possessions like lockets of relatives no longer there. Whatever we had, we lost. Those who did not give up their possessions willingly or quickly were beaten. Then we were separated into male and female groups and walked to what they called the B camp of Auschwitz. The women's camp was separated from the men's camp by a wide road. There were about 24 barracks for men and the same number for women.

The men in charge were called barracks' elders or capos. They were German criminals taken from German prisons and sent to oversee the people in the barracks. They made us walk by a crate again and put in our valuables. The only thing I had that they wanted was a leather jacket. I told my father that I regretted having to give my jacket. He said, "Child, if we ever get out of here, I'll buy you 10 of these."

The bunks we slept in were in three tiers, lower, middle, and upper. The mattress was just burlap filled with straw. We had not eaten at that time, and we were not to get anything to eat until the next morning.

The Daily Routine at Auschwitz

In the morning we got metal cups and spoons. We were each given two slices of bread and sometimes a pat of margarine or a little bit of marmalade. The coffee was toasted acorns ground up. It tasted terrible. The midday meal was potato soup with maybe a little bit of meat. Potatoes were the main ingredient and the kind of beets you normally feed to cattle. We were already hungry in the Theresienstadt ghetto because we did not get enough to eat. In Auschwitz we were beginning to starve. In the evening we got another slice of bread, some coffee, no marmalade, no butter, no nothing.

Every morning we had the counting of the prisoners. We were arranged in groups of five with just small distances between us. The SS trooper would come by and start counting one, two, three, four, five. If he miscounted, he went over it again. Sometimes we stood there two hours. I kept wondering why none of us tried to overpower this lone guard who had just a small pistol. But what could we have done? There were guardposts on either end and high tension wires in between. We would all have been killed.

We did not know that Auschwitz was an extermination camp or that we could be put to death. We did know that there was always this sickly sweet smell in the air. We saw a large chimney belching smoke 24 hours a day. We saw German military ambulances with the Red Cross symbol on them going back and forth. The Germans had painted the symbol on the vehicles to hide their true purposes from the camp prisoners and from overflying airplanes. Much later we found out these ambulances were carrying military personnel or cyanide poison gas canisters for use in the gas chambers.

We made the best we could of the situation. My younger brother had hidden a book by the German poet Goethe. We read it twice. We read it three times. We memorized it. We quoted from it. We had a deck of cards. We played card games. There wasn't anything else we could do. Eventually my brother got a job laying a stone road. They gave him a half a portion of food more. But the work was excruciating.

Nothing grew in Auschwitz. There was not a bird, not a living thing, no grass or anything. A drainage ditch ran through the B camp. Daily the SS guards sent prisoners from other camps to lay sod along the banks of this ditch. We were desperate for food. My mother remembered seeing in our small village the geese eating the wild grasses. She knew there were plants growing in the sod that we could eat. She gathered them and whenever we could we ate them. We were starving. We were dreaming of food. We were talking about food. We had not had enough to eat for three or four months already. Yet we hoped in 1944 that the end of the war was in sight.

At Auschwitz people died of hunger because they had come to the camps already weakened. The people who had died were thrown or stacked at the very end of the barracks row underneath the watchtower. They were stacked like cordwood, naked, without dignity. Nobody to close their eyes. They were stacked four feet high. Every 24 hours a cart came. People were simply grabbed by the hand and foot and tossed on there. We knew they were taken to the crematory to be incinerated, but we still had no knowledge of the gas chambers and that people were killed or gassed in such numbers as they were.

Rudy Is Liberated

Around April 24 or 25, officials at the underground factory in Gusen, where we were working, started to burn and destroy documents. We knew then the end was near. The first Red Cross packages began to arrive and the SS disappeared. They silently stole away. They were replaced by Austrian military police, who guarded the camp from then on. We still couldn't get out. We were prisoners, but there was no more work, and we waited.

On May 5, 1945, a tank came up to the barbed wire area where my barracks was located. The conversation was in Yiddish mixed with some English. "We are the American army. Your camp is being liberated. Stay here. You will get soup. The soup column is right behind us. You are free. The American army is

behind me, but stay in the camps so that there is no confusion. We assure you that you will be fed." This tank was followed by some jeeps and trucks. The Americans picked up the Austrian military police and took them away. The guards' rifles were thrown on a pile and set afire by the American troops.

I felt truly like a bird who has flown out of a cage. I did not know what the future would bring. I made my way to Linz, Germany. I went to a hospital. I got number one American food. The first time I ate it, I could not even keep it down. After a while I could eat white bread, some toast. I gradually got a little bit of strength back.

Answer the following to discuss Rudy's life at Auschwitz and his liberation.

- What part did Auschwitz and other concentration camps play in Hitler's Final Solution?
- What evidence can you find that the Nazis tried to hide what they were doing at these camps from both the prisoners and the outside world? Why do you think they tried to hide their actions?
- What kept most people from trying to escape from the trains going to the camps? From the camps? How successful do you think escape attempts were?
- What parts of this experience seemed to be most unbearable for the survivors whose testimonies you have read? What parts do you think would be the most terrible for you? Other members of your family?
- How do you think the liberators felt about what they saw?

Courtesy of the South Carolina Department of Education

Abe's Story

Abe Resnick survived the Holocaust to become one of South Florida's most respected leaders. The following describes portions of his life during the nightmare years, including the years he spent in the Kovno Ghetto.

Abe's Life before and after Nazi Attack Russia

Abraham Resnickowitz was born in 1924, in Rokishki, Lithuania, a town of 7,000 citizens—50 percent of whom were Jewish. Life in Rokishki before World War II was good. Abe's family, including his father, a governmental insurance inspector, his mother, and two younger sisters, enjoyed an active social life. Rokishki was a quiet, peaceful town, paved with cobblestone streets. A small lake was situated in the middle of the town, surrounded by shade trees. Once a week the town attracted people from neighboring villages to its outdoor market, which sold delicious foods and beautiful clothing.

As a young teen-age boy, Abe had many friends. Often, they went on outings, riding their bikes from the town into the countryside. There they would meet other friends and sit around campfires singing songs and sharing their future plans. They could not know then that most of their plans would never come true. They could not know then that the peace and serenity of their world would soon erupt into chaos and destruction.

When it was time for formal education, Abe was sent to the Gymnasium, a private institute of higher learning, located in Lithuania's capital city, Kovno. The years there were good to Abe. He studied hard, focusing on medicine, but also led an active life, filled with cultural pursuits. In 1941, after completing eight years at the Gymnasium, he was ready to apply to a university in Italy to study medicine. Before he had the opportunity to attend medical school, before he even had

the opportunity to visit with his parents at the end of the school year, the Nazis attacked Russia, including Lithuania. Kovno was bombed. Abe tried to flee, hoping he could reach home. He was only 150 miles away, but it might as well have been thousands of miles. The roads were shelled and surrounded by the Nazi Army. Abe had no recourse but to return to his apartment in Kovno, where his grandmother, aunt, and uncle also lived.

Abe in the Kovno Ghetto

The Nazis immediately began their campaign of cruelty against the Jews, aided by Nazi sympathizers and local Lithuanian anti-Semites. Women were raped. Children were shot on sight. Within a few weeks, the Nazis formed a small ghetto in an area of about two square miles to hold between 20,000 and 25,000 Jews. Abe, his grandmother, uncle, and aunt were forced into the Kovno Ghetto. Soon after the family was imprisoned in the ghetto, the Nazis announced they needed 500 educated people for a special assignment with a promised reward of extra food. Abe tried to volunteer but was too late, as the quota was quickly filled. Disappointed at a missed opportunity, later to discover that the special assignment was execution. The Nazis had wanted to rid the ghetto of its most educated prisoners, those that might prove to be the most difficult to control. Abe had escaped death, for the first time.

The Nazis demanded that all Jews in the Kovno Ghetto relinquish all their valuables. If any valuables were found on anyone at anytime, all members of that person's family were hanged. To prove they meant business, the Nazis hanged an innocent Jew in the center of the ghetto. Abe was forced to watch. These and other images of terror and brutality were to become the memories of childhood that would never leave him. Over 50 years later, these memories still haunt Abe.

Four months after the horror began, in October 1941, the Nazis began separating people—some were motioned to the left, others to the right. Abe realized that the older and weaker people were on one side, while the younger and stronger were ordered to the other. He quickly grabbed his mother and pushed her to the side he was on. For a time, he was able to save her.

By now, Abe had heard rumors that most of the Jews in the small towns like Rokishki, his home, were being shot and buried in ditches they had been forced to dig. Witnesses from other ghettos who were transported to the Kovno Ghetto verified these rumors, and Abe heard the devastating news that his entire family had perished—his mother, his father, his sisters. He would never again see their faces. He was 17. He felt completely alone.

Answer the following to discuss the Kovno Ghetto.

- The Kovno Ghetto is one of the most well-known of the ghettos established by the Nazis. Research this ghetto to learn what life was like for those imprisoned within its boundaries.

Abe Escapes the Ghetto and Joins the Russian Army

Abe remained in the Kovno Ghetto until May 1944. He worked hard in forced labor brigades with little food to sustain him. His only goal was self-preservation—to survive—hour by hour, day by day. At this time, only 7,000 of the original 38,000 Jews were still living in the ghetto; the rest had either died due to the inhumane conditions in the ghetto or had been transported to death camps. Now, the Nazis began liquidating the ghetto to rid it of the remaining few, because the Russian armies were approaching. Abe and a few of his comrades knew they had to escape. After careful planning, they eluded the guards and hid in an abandoned house in the ghetto. When night fell, they cut through the barbed wire surrounding the ghetto, and moved quickly in the darkness of the woods. In the morning, they made their way to a nearby village. They were immediately spotted and one of his group was killed by the local militia. Abe and three companions escaped—another reprieve from death.

Abe and his friends decided it would be safer if they moved in different directions. Once they split up, Abe never saw or heard of any of the others again. It was not long before Abe found a group of partisans (underground fighters who banded together against Nazi occupation forces, usually operating in Russia, Poland, and Lithuania) in Lithuania and joined their

efforts for a short period of time. A few months later, the army liberated Kovno and Abe then joined the Russian Army, hoping to avenge the death of his family by fighting against the Nazis. Abe became an interpreter for the Russians and subsequently was promoted to a lieutenant in the Russian Army. He participated in liberating Berlin and the concentration camp of Sachsenhausen. Years later he would say that this was one of the momentous occasions in his life.

Answer the following to discuss the role of partisan groups.

- After escaping from the ghetto, Abe joined one of the partisan groups. Who were the partisans? What part did they play in the war effort against the Nazis?

Abe Immigrates to Cuba, Then Must Flee to Florida

Abe remained with the Russian Army until 1947. When he saw the opportunity to escape, he made his way to France and eventually immigrated to Cuba, where he knew a few of his relatives lived. Abe spent 13 productive, happy years in Havana, Cuba. He was able to find some of his relatives; he married, raised two sons, and became a prominent business and community leader.

But his security was short-lived. In 1959, with Fidel Castro's rise to power as the head of a Communist regime in Cuba, Abe's freedom was threatened. He and his family were forced to flee from Cuba, arriving in Miami Beach, Florida, in 1961. Abe was 36 years old and was forced to build a new life for himself and his family—again.

Survival was an old game for Abe. He held many types of jobs to keep his family fed, until one day he discovered his talents in real estate. By 1965, he owned many properties in Miami Beach, Florida, and once again rose to prominence in the community as a respected business leader and a dedicated community activist. In 1985, Abe Resnick was elected commissioner of Miami Beach, the first Cuban-Jewish Holocaust survivor to be so honored. He was reelected three times and served until 1993, when he chose to retire. Abe was appointed to the Executive Council of the Holocaust museum

in Washington, D.C., by President Bush in 1992, and is one of the founders of the Holocaust Memorial in Miami Beach.

Today, Abe is a man at peace with himself, living in Miami Beach with his wife, two sons, and six grandchildren—all of whom are very proud of their grandfather. As Abraham Resnickowitz, he survived the horrors of the Holocaust. As Abe Resnick, he built a life dedicated to serving others—a life based on a commitment to humanity. How proud his parents and sisters would be.

Answer the following to discuss Abe's life.

- What is your definition of a "survivor"? How does Abe meet this description?
- What impressed you most about Abe and the way in which he has lived his life?

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Holocaust Survivor Revisits Auschwitz

My Father's Shoes

By Jeff Jacoby, *Boston Globe* Newspaper Columnist, 04/15/99

It was in September 1997, during a trip he'd always insisted he wouldn't take. He never wanted to go back to his native Czechoslovakia, he'd said; never wanted to revisit Auschwitz, where his parents, his brothers, and his two younger sisters were murdered by the Germans in 1944.

But in recent years the hard line softened. He began to talk about showing us the world he had come from. So here he was, back at Auschwitz, arriving not in a sealed boxcar but in a rented van with a driver, accompanied not by his father and mother and hundreds of dazed and famished Jews but by his wife, three of his children, and a guide.

We entered the main administration building, where we hoped to find some documentation of my father's entry into Auschwitz. But Krysztof Antonczyk, head of the computer unit, had bad news—his staff hadn't been able to locate any records for Markus Jakubovic, as my father was called in 1944. Disappointing. Suddenly we remembered something. Immediately after the "selection" at the train platform in Auschwitz, those who were not sent to the gas chambers—the lucky ones, the ones who were merely going to be starved and enslaved—were registered and tattooed with a number. And on an impulse, my father at that moment gave a last name that wasn't his own.

A staff member went to chase down A-10502. We were ushered into a little room to wait. There was a table and some chairs, a colorful tablecloth, framed pictures of kittens and puppies on the wall. A woman poked her head in and asked if we'd like some tea or coffee. Sure, my father said, he'd have some coffee, and she returned with it a few minutes later. And as he sat there, sipping his coffee in the cheery room with kittens and puppies on the wall, I got up restlessly, walked over to the window, and peered out. Below me was the main entrance, and the words over the gate said: ARBEIT MACHT FREI.

In the end Antonczyk wasn't able to find documentation of my father's arrival at Auschwitz. But he did turn up evidence of his departure: a page from one of the long lists of Jews who were herded out of Auschwitz on death marches in January 1945. Page 630, Line 21: "Jakubovic, Markus - Slovak Jude." And something more: a copy of the card recording my father's entry into Mauthausen, a concentration camp in Austria.

Written evidence. Markus Jakubovic of Legina, Slovakia, had been in Auschwitz; on a death march; at Mauthausen. There it was, in black and white.

After so many years, we had a piece of paper. What we never had, my siblings and I, were a grandfather and a grandmother. What we never had were two uncles and two more aunts. What we never had was a family tree with living branches instead of withered stumps. What we never had were the cousins who would have been born, the stories that would have been told, the memories that would have been preserved.

What we never even had were graves to visit.

Between 1938 and 1945, while the world looked the other way, the Germans and their collaborators murdered one-third of all the Jews on earth, 6 million of them. And my father's family - David and Leah Jakubovic and their children Franceska, Zoltan, Yrvin, and Alice - accounted for 1 one-millionth - 0.000001 - of the total.

Once I asked my father what had been uppermost in his mind when he was in the camps. Had there been something he always concentrated on, a mantra he clung to, a goal he never lost sight of?

I was hoping, I suppose, for something lapidary. Something like the exhortation of Simon Dubnov, a renowned Jewish historian, who was murdered by a Latvian guard in the Riga ghetto in 1941. Dubnov's last words were, "Yiddin, schreibt un farschreibt" - "Jews, write it all down." Perhaps my father would say that he never stopped thinking about one day bearing witness to what he had seen. Or that he was always looking for ways to sabotage the Nazis. Or that he dreamed of revenge. Or that every morning and evening he whispered the Sh'ma, the Jewish credo - "Hear, O Israel, the Lord is our God, the Lord is One."

This is what my father told me: "I was always careful to watch my shoes. I slept with my shoes under my head, because if you lost your shoes you wouldn't survive for long."

It was hardly the answer I had imagined. Shoes? He's in the middle of the Holocaust, and he's thinking about his shoes?

But my father was right. If shoes were absolutely essential – and when you are force-marched from Poland to Austria in the middle of winter and you will be shot dead if you fall or lag, they are – then shoes were precisely what he had to think about. The Jakubovic family, awash in blood, was nearly extinct. My father had to survive. The Jews had to survive. Somehow, despite everything, they had to go on, and if shoes could keep this Jew alive, then nothing was more important than shoes.

My father, God willing, will turn 74 this year. He has five children and – so far – 13 grandchildren. He keeps the Sabbath and fasts on Yom Kippur and eats matza on Passover. Every morning and every evening, he says the Sh'ma. He is a Jew who survived, and who survived as a Jew. May the memory of those who perished be a blessing.

Reprinted courtesy of the *Boston Globe*

Nazi War Criminal Diary Excerpts

Nazi War Criminal Adolf Eichmann

Adolf Eichmann was the principal military officer in charge of the Nazi's mass murder of six million Jews during World War II. After the war, Eichmann escaped from a prisoner of war camp in Germany. In 1960 he was captured again in Argentina by agents of the Israeli government. Eichmann was transported to Israel and put on trial for his Nazi war crimes. The 1961 trial of Eichmann was the first trial televised in the history of television. For many people, this was also their first education about the Holocaust.

Eichmann freely admitted to most of the charges against him. He admitted his role in sending millions of Jews to their deaths. However, he claimed he was powerless to resist orders from his military superiors.

The trial lasted 16 weeks and included testimony from many survivors whose lives were shattered. Eichmann was found guilty on all 15 counts of criminal charges against him. He was hanged and cremated in 1962. His ashes were scattered in the Mediterranean Sea.

The following is from Eichmann's 1961 prison memoir. The 1,300-page diary was released for the first time by Israel's State Archives in the original German. The passages were translated by *The Associated Press*.

Excerpts from prison memoirs of Adolf Eichmann

by *The Associated Press*, 03/01/00

About the Holocaust:

"I said (in court) that what happened with the Jews, which the government of the German Reich brought about during the last great war, was the most enormous crime in the history of mankind."

"And I witnessed the gruesome workings of the machinery of death; gear meshed with gear, like clockwork."

"It was the biggest and most enormous dance of death of all times."

About his beliefs:

"I had thousands of ideals and I slid, like many others, into a situation from which there was no exit. Time has given me distance to the events....Many things that were valid then, are no longer valid now. Things I considered to be basic values, I have thrown overboard over the years."

About his involvement in the Holocaust:

"Because I have seen hell, death and the devil, because I had to watch the madness of destruction, because I was one of the many horses pulling the wagon and couldn't escape left or right because of the will of the driver, I now feel called upon and have the desire, to tell what happened."

About his relationship with Jews:

"I was never an anti-Semite."

About the division of labor in his early days in the "Jewish Department" of the Nazi security services:

"Mr. von Mildenstein dealt with the Zionists, I had the Orthodox Jews, and a third employee handled the assimilated Jews."

About the first phase of the deportation of Jews:

"The result was terrible chaos...the timetables of trains were being upset."

Quoting one of his superiors, deputy SS leader Reynhard Heydrich, who he says informed him in the fall of 1941 about the planned genocide:

"The Fuehrer has ordered the physical extermination of the Jews. (A Nazi official in Poland) has received from the Fuehrer the necessary instructions. He was told to use the trenches dug as tank traps. I want to know what he does and how far he has come. Go see him and report back to me on what you have seen and heard."

About his role in the killings:

"I personally had nothing to do with this. My job was to observe and report on it."

"My sensitive nature revolted at the sight of corpses and blood."

About mass executions he witnessed in January 1942 in the town of Minsk in Nazi-occupied Belarus:

"When I arrived at the place of the execution, the gunmen fired into a pit the size of several rooms. They fired from small submachine guns. As I arrived, I saw a Jewish woman and a small child in her arms in the pit. I wanted to pull out the child, but then a bullet smashed the skull of the child. My driver wiped brain particles from my leather coat. I got into the car. Berlin, I told the driver. I drank schnapps like it was water. I had to numb myself. I thought about my own children. At the time, I had two."

About one of his assignments:

"I still remember the work I had concerning a very secret investigation, the background of the dietitian of the Fuehrer...It turned out that the dietitian, based on the Nuremberg (race) laws, was one in 32 parts Jewish. At the time there was such a fuss about it that my boss asked for all the files in the matter. I never heard about this again. Only one thing, that Hitler married his dietitian shortly before his death. Her name was Eva Braun."

Reprinted courtesy of *The Associated Press*

Testimony of a Liberator

Leon Bass

Dr. Bass is an African-American soldier who helped liberate Buchenwald Concentration Camp at the end of World War II. The following are excerpts from a talk Dr. Bass gave to students at English High School in Boston.

...The war appeared to be over, and our unit went to a place called Weimar. Weimar today is in East Germany, but at that time there was no East Germany—just Germany.... Immediately about five or of us took off with one of our officers to a place called Buchenwald.... Buchenwald was a concentration camp. I had no idea of what kind of camp this was. I thought it might have been a prisoner-of-war camp where they kept soldiers who were captured. But on this day in 1945 I was to discover what human suffering was all about. I was going to take off the blinders that caused me to have tunnel vision. I was going to see clearly that, yes, I suffered and I was hurting because I was black in a white society, but I had also begun to understand that suffering is universal. It is not just relegated to me and mine; it touches us all. And so I walked through the gates of Buchenwald, and I saw the dead and the dying. I saw people who had been so brutalized and were so maltreated. They had been starved and beaten. They had been worked almost to death, not fed enough, no medical care. One man came up and his fingers were webbed together, all of his fingers together, by sores and scabs. This was due to malnutrition, not eating the proper foods. There were others holding on to each other, trying to remain standing. They had on wooden shoes; they had on the pajama-type uniform; their heads had been shaved. Some had the tattoos with numbers on their arms. I saw this. I saw them with the wooden bowls. Some of them were standing waiting for food and hitting on the fence (this was wire fence) and making guttural sounds—not words,—just sounds.

I said, "My God, what is this insanity that I have come to? What are these people here for? What have they done? What was their crime that would cause people to treat them like this?" You see, I wasn't prepared for this. I was only 19; I had no frame of reference to cope with the kind of thing I was witnessing....

I didn't come up to Boston just to tell you the horror story; as horrible as it is, the story must be told. History can not be swept under the rug. It shouldn't be and you must not permit it to be. We have things in our

history that are ugly; slavery was ugly.... It was an evil, horrible institution and the Holocaust is just as evil, if not more so. There was a planned, organized, systematic approach to annihilating a whole group of people. They killed not only six million Jews but millions of others. There were Gypsies there, there were Catholics there, there were Communists, trade unionists, homosexuals; anyone who didn't fit the scheme of things for the Nazis was in Buchenwald and all the other camps to be annihilated. They came pretty close to doing it too. But somebody had to stand up, somebody had to dare to be a Daniel and walk into the den and say, "This evil cannot continue...."

Answer the following to discuss Dr. Bass's life.

- What do you think Dr. Bass thought he would find when he liberated Buchenwald? How did his expectations differ from reality?
- Dr. Bass said, "...I was going to take off the blinders that caused me to have tunnel vision. I was going to see clearly that, yes, I suffered and I was hurting because I was black in a white society, but I had also begun to understand that suffering is universal...."

What did he mean when said he had had tunnel vision?
What important lessons did Dr. Bass discover about after his experiences at Buchenwald?

- Why does Dr. Bass tour the country, making students aware of the Holocaust?
- What do you believe is the most important message the students at English High gained from Dr. Bass's talk?

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Eye-Witness Accounts of the Bombing of Hiroshima

The following testimonies are from three of the 100 A-bomb survivors who were interviewed by the Hiroshima Peace and Cultural Foundation in Japan to commemorate the International Year of Peace 1986. After many years of struggling, those who survived the bombing are rapidly aging. Each person agreed to be interviewed to hand down an accurate record of their experiences to future generations.

Testimony of Taeko Teramae

Ms. Taeko Teramae was 15 years old when the bomb was dropped. She was in the central telephone office, 0.5 kilometers away from the center of the explosion. Many mobilized students were working in the central telephone center that day. Some 7,000 mobilized students were killed by the A-bomb in the city of Hiroshima.

Teramae: When the bomb fell, I was 15 years old. I was a third grader at the girls' junior high school. I saw something shining in the clear blue sky. I wondered what it was, so I stared at it. As the light grew bigger, the shining thing got bigger as well. And at the moment when I spoke to my friend, there was a flash, far brighter than one used for a camera. It exploded right in front of my eyes. There was a tremendous noise when all the buildings around me collapsed. I also heard people crying for help and for their mothers.

I was caught under something which prevented me from moving freely. I was so shocked that I couldn't believe what had happened. I thought maybe I was having some kind of nightmare, but of course, I wasn't. I felt pain when I pinched myself to see if it was real. I thought the bomb had been dropped on the central telephone office. The dust was rising and something sandy and slimy entered my mouth. I couldn't figure out what it was since I couldn't move or see. I couldn't see anything in the dark. A little later, I smelled something like sulfur. It smelled like the volcano, Mt. Aso, and I threw up.

I heard more voices calling "Mother! Mother!" But when our class teacher, Mr. Wakita, told us to behave like good students and stop crying, all the cries for help and for Mother stopped all of a sudden. We began to calm down and try to behave as Mr. Wakita told us to. I tried very hard to move my arms and my legs, and finally I was able to move a little.

I was so surprised to see the dark sky with all the red flames through the window because it was only a few minutes before when the sky was blue and clear. It was all quiet. The city was wrapped, enveloped in red flames. Mr. Wakita came to help me. He asked me if I wanted to swim across the river. The bridge was burning and the river was very high. I had no choice. I could barely see by then, though. And Mr. Wakita took my arms and told me to swim across the river together with him, so together we went into the river and began to swim.

When we reached the middle of the river, I could no longer see anything and I was starting to feel faint. And as I began to feel faint, I also began to lose control. Mr. Wakita encouraged me and helped me to reach the other side of the river. Finally, we reached the other side. What surprised me so much was all the cries of the students for help and for their mothers. It just didn't stop. I couldn't see anything. All I could do was listen to their cries.

I asked my teacher, I asked him what was going on. Mr. Wakita explained to me how the high school students were burnt and crouching in pain in the streets. I couldn't see anything. There were many students who were mobilized to destroy buildings to widen the streets in the area of Tsurumi Bridge, City Hall, and the Chugoku Newspaper on that day. And since they were outside, they were directly exposed to the bomb. Many of them died, many of them died right there. Someone called for help in vain, and some jumped into the river and drown to death. If my teacher, Mr. Wakita had not come to help me, I would have died in the river.

Interviewer: *How were your wounds?*

Teramae: If my wounds had been on my arms or my legs, I would have known, but my wounds were on my face, so I had no idea for some time. I just didn't know. I asked my parents how I looked, but they just said that I had only minor wounds. They didn't tell me the truth. After I got better, I found a piece of mirror and looked into it. I was so surprised, I found my left eye looked just like a pomegranate, and I also found cuts on my right eye, on my nose, and on my lower jaw. It was horrible. I was very shocked to find myself looking like a monster. I even wished I had died with my sisters. I was just overcome with apprehension when I thought about it.

Interviewer: *What is your biggest hope or dream now that you want to realize?*

Teramae: Well, my hope is to have a comprehensive meeting of A-bomb survivors. That's what I want. We had such a meeting the other day and in that meeting, both male and female A-bomb survivors repeatedly said that

they wanted their health back again, even for just one day. They said they can't even wear short sleeve shirts because of the scars on their arms left from the bomb. Lonely A-bomb survivors include those who lost their families and also the mobilized students who have remained single because of the wounds caused by the A-bomb. There are great many of them. So, I do hope to do something to support always lonely people.

Testimony of Yoshitaka Kawamoto

Mr. Yoshitaka Kawamoto was 13 years old. He was in the classroom at Zakabacho, 0.8 kilometers away from the center of the explosion. He is now working as the director of the Hiroshima Peace Memorial Museum, telling visitors from all over the world what the atomic bomb did to the people of Hiroshima.

One of my classmates, I think his name is Fujimoto, he muttered something and pointed outside the window, saying, "A B-29 is coming." He pointed outside with his finger. So I began to get up from my chair and asked him, "Where is it?" Looking in the direction that he was pointing towards, I got up on my feet, but I was not yet in an upright position when it happened.

All I can remember was a pale lightening flash for two or three seconds. Then, I collapsed. I don't know much time passed before I came to. It was awful, awful. The smoke was coming in from somewhere above the debris. Sandy dust was flying around. I was trapped under the debris and I was in terrible pain and that's probably why I came to. I couldn't move, not even an inch. Then, I heard about 10 of my surviving classmates singing our school song. I remember that. I could hear sobs. Someone was calling his mother. But those who were still alive were singing the school song for as long as they could. I think I joined the chorus. We thought that someone would come and help us out. That's why we were singing a school song so loud. But nobody came to help, and we stopped singing one by one. In the end, I was singing alone.

Then I started to feel fear creeping in. I started to feel my way out pushing the debris away little by little, using all my strength. Finally I cleared the things around my head. And with my head sticking out of the debris, I realized the scale of the damage. The sky over Hiroshima was dark. Something like a tornado or a big fire ball was storming throughout the city. I was only injured around my mouth and around my arms. But I lost a good deal of blood from my mouth, otherwise I was okay.

I thought I could make my way out. But I was afraid at the thought of escaping alone. We had been going through military drills every day, and they had told us that running away by oneself is an act of cowardice, so I thought I must take somebody along with me. I crawled over the debris, trying to find someone who was still alive. Then, I found one of my classmates lying alive. I held him up in my arms. It is hard to tell, his skull was cracked open, his flesh was dangling out from his head. He had only one eye left, and it was looking right at me. First, he was mumbling something, but I couldn't understand him. He started to bite off his finger nail. I took his finger out from his mouth. And then, I held his hand, then he started to reach for his notebook in his chest pocket, so I asked him, I said, "You want me to take this along to hand it over to your mother?" He nodded. He was going to faint. But still I could hear him crying out, saying "Mother, Mother."

I thought I could take him along. I guess that his body below the waist was crashed. The lower part of his body was trapped, buried inside of the debris. He told me to go away. And by that time, another wing of the school building, or what used to be the school building, had caught on fire.

I tried to get to the playground. Smoke was filling in the air, but I could see the white sandy earth beneath. I thought this must be the playground, then I started to run in that direction. I turned back and I saw my classmate Wada looking at me. I still remember the situation and it still appears in my dreams. I felt sorry for him, but it was the last time I ever saw him.

As I was running, hands were trying to grab my ankles, they were asking me to take them along. I was only a child then. And I was horrified at so many hands trying to grab me. I was in pain, too. So all I could do was to get rid of them, it's terrible to say, but I kicked their hands away. I still feel bad about that.

I went to Miyuki Bridge to get some water. At the river bank, I saw so many people collapsed there. And the small steps to the river were jammed, filled with people pushing their way to the water. I was small, so I pushed on the river along the small steps. In the water were dead people. I had to push the bodies aside to drink the muddy water. We didn't know anything about radioactivity that time. I stood up in the water, and so many bodies were floating away along the stream. I can't find the words to describe it. It was horrible. I felt fear.

Instead of going into the water, I climbed up the river bank. I couldn't move. I couldn't find my shadow. I looked up. I saw the cloud, the mushroom cloud growing in the sky. It was very bright. It had so much heat inside. It caught the light and it showed every color of the rainbow. Reflecting on the past, it's strange, but I could say that it was beautiful. Looking at the cloud, I thought I would never be able to see my mother again, I wouldn't be able to see my younger brother again. And then, I lost consciousness.

When I came to, it was about seven in the evening. I was at the transportation bureau at Ujina. I found myself lying on the floor of the warehouse. And an old soldier was looking in my face. He gave me a light slap on the cheek and he said, "You are a lucky boy." He told me that he had gone with one of the few trucks left to collect the dead bodies at Miyuki Bridge. They were loading bodies, treating them like sacks. They picked me up from the river bank and then, threw me on top of the pile. My body slid off. When they grabbed my by the arm to put me back onto the truck, they felt that my pulse was still beating, so they reloaded me onto the truck carrying the survivors.

I was so weak. My hair came off, even the hair in my nose fell out. My hair, it started to come off about two weeks later. I became completely bald. My eyes, I lost my eye sight, probably not because of the radioactivity, but because I became so weak. I couldn't see for about three months. But I was only 13, I was still young, and I was still growing when I was hit by the A-bomb. So about one year later. I regained my health. I recovered good health.

Today I am still working as you can see. As the director of the Hiroshima Peace Memorial Museum, today, I am handing my message over to the children who visit. I want them to learn about Hiroshima. And when they grow up, I want them to hand down the message to the next generation with accurate information. I'd like to see him conveying the right sense of judgment so that we will not lead mankind to annihilation. That is our responsibility.

Testimony of Akira Onogi

Mr. Akira Onogi was 16 years old when the bomb was dropped. He was at home 1.2 km away from center of explosion. The house was under the shade of the warehouse, which protected him from the first blast. All five members of the Onogi family miraculously survived the immediate fire at their house.

Onogi: I was in the second year of junior high school and was in mobilized work with my classmates at the Eba Plant, Mitsubishi shipbuilding. On the day when A-bomb was dropped, I happened to be taking the day off and I was staying at home. I was reading lying on the floor with a friend of mine. Under the eaves I saw blue flash of light just like a spark made by a train or some short circuit. Next, a steam-like blast came.

Interviewer: *From which direction?*

Onogi: Well, I'm not sure, anyway, when the blast came, my friend and I were blown into another room. I was unconscious for a while, and when I came to, I found myself in the dark. Thinking my house was directly hit by a bomb, I removed red soil and roof tiles covering me by hand and for the first time I saw the sky. I managed to go out to open space and I looked around wondering what my family were doing. I found that all the houses around there had collapsed for as far as I could see.

Interviewer: *All the houses?*

Onogi: Yes, well, I couldn't see anyone around me but I heard somebody shouting "Help! Help!" from somewhere. The cries were actually from underground as I was walking on. Since no choices were available, I'd just dug out red soil and roof tiles by hand to help my family; my mother, my three sisters, and a child of one of my sisters. Then, I looked next door and I saw the father of neighboring family standing almost naked. His skin was peeling off all over his body and was hanging from finger tips. I talked to him but he was too exhausted to give me a reply. He was looking for his family desperately.

When we were escaping from the edge of the bridge, we found this small girl crying and she asked us to help her mother. Just beside the girl, her mother was trapped by a fallen beam on top of the lower half of her body. Together with neighbors, we tried hard to remove the beam, but it was impossible without any tools. Finally a fire broke out endangering us. So

we had no choice but to leave her. She was conscious and we deeply bowed to her with clasped hands to apologize to her and then we left.

About one hour later, it started raining heavily. There were large drops of black rain. I was wearing a short sleeve shirt and shorts and it was freezing. Everybody was shivering. We warmed ourselves up around the burning fire in the middle of the summer.

Interviewer: *You mean the fire did not extinguish by the rain?*

Onogi: That's right. The fire didn't subside it at all. What impressed me very strongly was a five or six-year-old boy with his right leg cut at the thigh. He was hopping on his left foot to cross over the bridge. I can still record this scene very clearly. The water of the river now is very clean and clear, but on the day of bombing, all the houses along this river were blown by the blast with their pillars, beams, and pieces of furniture blown into the river or hanging off the bridges. The river was also filled with dead people blown by the blast and with survivors who came here to seek water. Anyway, I could not see the surface of the water at all. Many injured people with peeled skin were crying out for help. Obviously they were looking at us and we could hardly turn our eyes toward the river.

Interviewer: *Wasn't it possible to help them?*

Onogi: No, there were too many people. We took care of the people around us by using the clothes of dead people as bandages, especially for those who were terribly wounded. By that time, we somehow became insensible to all those awful things. After a while, the fire reached the river bank and we decided to leave the river. We crossed over this railway bridge and escaped in the direction along the railway. The houses on both sides of the railroad were burning and railway was the hollow in the fire. I thought I was going to die here. It was such an awful experience. You know for about 10 years after bombing I always felt paralyzed whenever we saw the sparks made by trains or lightning. Also, even at home, I could not sit beside the windows because I had seen so many people badly wounded by pieces of glass. So I always sat with the wall behind me for about 10 years. It was some sort of instinct to self-preservation.

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